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ABSTRACT

This report profiles Ohio projects developed under Section 353 of the Adult Education Act (P.L. 100-297) during the 1998-99 year. The projects are part of an initiative taken by the Ohio Department of Education, Division of Career-Technical and Adult Education, to develop and implement a structure and system that links professional development to program improvement, as measured by Ohio's Indicators of Program Quality. The report provides an overview of each of the funded projects that supports Ohio's efforts to develop individual growth and leadership in the field resulting in changed behavior and program improvements. Reports include the following information: grant recipient, grant allocation, project period, project director, project description and purpose, project outcomes for non-training and training activities, professional development activities, project impact, products developed (if applicable), project continuation or future implications, and conclusions and recommendations. Projects profiled in the report include 5 resource centers, 6 Southwest Ohio Individual and Consortia Projects, 16 special demonstration projects, and 6 state directors' meetings. Meeting agendas are attached. (KC)

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OHIO'S

ABLE

Adult Basic and Literacy Education

Adult Education Act
Section 353 Report

Program Year 1998-1999

Ohio Department of Education
Office of Career-Technical and Adult Education

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INTRODUCTION

Section 353 of the Adult Education Act, P.L. 100-297, as amended by the National Literacy Act of 1991, establishes that not less than 15 percent of funds are used for special experimental demonstration projects and teacher training.

Over the past few years, the Ohio Department of Education, Division of Career-Technical and Adult Education, Adult Basic and Literacy Education Unit has been developing and implementing a structure and system that links professional development to program improvement, measured by Ohio's Indicators of Program Quality. Through the grant application process, local Adult Basic and Literacy Education (ABLE) programs have used the Indicators of Program Quality to establish activities to meet the current standards. The proposed activities are described in specific, measurable, attainable, realistic, and time specific (SMART) terms. Program administrators are asked to involve their staff in this process and to look at professional development needs to assist them in meeting the standards.

The Ohio Department of Education provides program administrators with the resources to assist them in developing their Program Professional Development Plan. These include an Instructor Competencies Self-Assessment Instrument, Individual Professional Development Plans, Professional Development brochures, and information from the four regional and state resource centers outlining professional development options.

Opportunities to meet professional development needs are supported with 353 funds for training and special projects that support needs in Ohio's ABLE programs. The Resource Center Network (now referred to as the State Leadership Team) plays a crucial role in assisting the Ohio Department of Education in providing resources, training and other options for ABLE staff to meet their professional development needs and ultimately meet their program goals.

The following report provides an overview of each of the funded projects that supports Ohio's efforts to develop individual growth and leadership in the field resulting in changed behavior and program improvement.

Prepared by:

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Jeanne Lance, Coordinator, Family Literacy Initiative

Joyce Sheets, Office Assistant

Kathy Hamilton, Office Assistant

Resource Centers

The mission of Ohio's ABLE Resource Centers is to enhance the capacity of adult basic and literacy education programs to provide quality education for adults, families, and workers. To meet this mission, the resource center network established the following goals and objectives that define their scopes of work:

Goal I: **To provide support services for continuous improvement of adult basic and literacy education programs in Ohio.**

Objective A: To facilitate the evolving role of Equipped for the Future (EFF) to deliver foundation skills.
Objective B: Assess needs of programs and personnel.
Objective C: Provide opportunities for staff development and professional development.
Objective D: Collect, develop and disseminate resources.
Objective E: Provide technical assistance.

Goal II: **To provide leadership in adult basic and literacy education.**

Objective A: Serve as an ODE planning and development team.
Objective B: Foster joint planning, coordination, and collaboration at the national, state, regional and local levels.
Objective C: Advocate for adult basic and literacy education.
Objective D: Provide information on current issues.
Objective E: Research adult basic and literacy education issues.

The amount allocated to support Ohio's ABLE Resource Centers during the 1998-1999 program year totaled $1,868,157 in federal funds and $502,500 from the state budget for a combined total of $2,370,657.

Ohio Literacy Resource Center

Grant Recipient:	Ohio Literacy Resource Center, Kent State University
Grant Allocation:	$532,500 ($502,500 State funds; $30,000 Federal funds)
Project Period:	September 1, 1998 – September 30, 1999
Project Director:	Nancy D. Padak Kent State University 402 White Hall PO Box 5190 Kent, OH 44242-0001 800-765-2897

Purpose:

The Ohio Literacy Resource Center (OLRC), housed at Kent State University in Kent, Ohio, was established to support adult literacy programs and services throughout the state. Funded for the initial three years through the National Adult Literacy Act of 1991, the Center is now in its third year of funding from the Ohio Department of Education, Division of Career-Technical and Adult Education.

The Center works closely with the Ohio Department of Education, state agencies, professional organizations, and a wide variety of adult literacy providers to:

- Stimulate joint planning and coordination of literacy services at the local, regional, and state levels; and
- Enhance the capacity of state and local organizations and service delivery system to provide adult literacy services.

These purposes are congruent with the Ohio ABLE Resource Centers' approved mission statements, goals, and activities.

To accomplish these purposes, the OLRC provides a variety of services to adult literacy programs, administrators and teachers in the following three major areas:

- Providing opportunities for staff development and professional development
- Fostering joint planning, coordination, and collaboration at the national, state, regional, and local level
- Expanding resources available to adult education practitioners

Some of the specific activities undertaken by the OLRC in project year 1998-99 were:

- Staff Development: 1) Leadership Development Institute for administrators,

2) State-wide annual Family Literacy Conference; 3) Regional workshops in technology (Internet use), mathematics, and literature; 4) Statewide Technology Conference; 5) Training at professional conferences, and 6) Writing conference that honored 75 student writers.

- Publications were prepared that provide information to practitioners to help keep them abreast of the latest developments in adult education and new techniques for instruction.
- The OLRC web site on the Internet contains information relevant to Ohio educators and links them to adult literacy resources around the country. The OLRC also works under a grant with the National Institute for Literacy to assist all Midwest states in developing adult literacy resources online.
- Opportunities for electronic networking were provided through listservs and technology support.
- Resources were provided to individual programs and practitioners as requested.
- The OLRC served as the linkage between national adult literacy activities and local programs.
- The OLRC strengthened joint planning and collaboration among state agencies and programs.

All OLRC activities centered on providing the support needed by the local programs and teachers to better meet the needs of the individual adult students.

Project Outcomes (Non-training Activities):

A. Provide opportunities for staff development and professional development.

- Distributed OLRC publications and other materials to Ohio practitioners.
- Coordinated joint EFF project with regional resource centers. Provided ongoing support to the eight EFF pilot projects.
- Recognized the third annual Leadership Development Institute Award recipient at the OAACE conference.
- The Reading Group continued meeting to discuss review of books. Two local programs received mini-grants to develop curriculum with sets of books.
- A writing competition was held for Ohio adult literacy students. Seventy-five students had their writing chosen for publication in ***Beginnings II.*** These students and their teachers were honored at the Writing Conference.
- Participants from the 1998 Leadership Development Institute were sponsored to attend Worldwide Lessons in Leadership videoconference.
- Provided opportunities for local practitioners to present at meetings and conferences.
- Provided support to Planning and Coordination grantees with session at Directors' meeting.

B. Foster joint planning, coordination, and collaboration at the national, state, regional, and local levels.

- Participated in state-wide initiatives and organizations: Common Good State Team, OAACE Board, Ohio Literacy Network Board, OSU Evaluation Project Advisory Group, Family Literacy Task Force and Governor's Workplace Excellence Awards committee.
- Participated in monthly meetings with Regional Resource Centers and ODE staff.
- Participated in ODE Strategic Planning and State Plan Regional Discussion Groups.
- Participated in planning for Ohio Early Childhood Conference.
- Read Even Start grants.
- Consulted with Cleveland Family Life Education about evaluation for a Barbara Bush Foundation proposal.
- Delivered the keynote address at the Ohio Literacy Network Annual Meeting.
- Served as a discussion group leader for ALA/Project LEARN grant.
- Participated in Reading Excellence Act brainstorming session.
- Served as principal investigator for Ohio Reads Council grant recipient.
- Participated in the planning of the national Adult Numeracy Conference.
- Read ABLE grants.
- Represented OLRC/Ohio adult education at the following conferences:
    - Ohio Council of Teachers of Mathematics Conference,
    - Literacy Volunteers of America,
    - COABE,
    - NCTM,
    - OCIRA,
    - College Reading Association,
    - National Reading Conference,
    - International Reading Association (Chairman of Adult Literacy Committee),
    - Adult Literacy Technology Conference, and
    - AAACE.
- Participated in the following national EFF activities:
    - Served on national Equipped for the Future planning committee,
    - Provided field support for Canton's involvement in national project, and
    - Provided staff development on EFF in other states.
- Participated in NIFL site redesign for LINCS project.
- Served on management team for Ohio's LVA/Laubach Learning Disability Project and attended Ohio training for local pilots and national training for trainers.
- Participated in national policy forum sponsored by Senator Paul Simon in Illinois.
- Designed database for National Reporting System and participated in national focus group.
- Facilitated Gore Summit on Literacy teleconference downlink.
- Participated in a Star Schools Videoconference on Family Literacy at Western Illinois University.
- Served on Adult Literacy Technology Steering Committee.

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- Served on Adult Numeracy Network Steering Committee.
- Acquired the following two grants that provided multiple opportunities for joint planning and coordination:

1) GTE Grant that provided funding for ten mini-grants to local programs throughout the Midwest (three in Ohio). The funding was used to develop material for the Internet for use by adult literacy students.
2) NIFL Technology Hub Grant coordinates technology activities in 12 Midwest states.

C. **Expand resources available to adult education practitioners.**

- Prepared and distributed OLRC publications, including three 12-page newsletters.
- Supported a portion of the printing and distribution of a portion of the *Family Literacy Resource Notebook*.
- Put the *Family Literacy Resource Notebook* (1200 pages) online.
- Devised and implemented a new keyword search for *Tradebooks* online.
- Revised and distributed *ABLE Administrators' Manual* and put online.
- Redesigned the OLRC web site.
- Revised Ohio Adult Literacy Programs Directory (Ohio Literacy Network's) with search capabilities.
- Expanded the Family Literacy and Adult Numeracy Special Collections online.
- Distributed copies of four issues of *Focus on Basics*, the publication of NCSALL (1250 copies)
- Distributed copies of previously published OLRC publications upon request.
- Distributed copies of articles, reviews, and publications by other organizations.
- Increased OLRC print resources.
- Made available OLRC publications on ERIC.
- Answered over 55 technology questions and/or provided technical assistance (non-ABLE LINK)
- Provided information on special topics for over 179 requests.
- Assisted local programs in finding presenters for staff development.
- Maintained and expanded the OLRC website. Added all new OLRC publications, the *Recommended Trade Books* (searchable), the Directory of Ohio Programs (OLN Directory), locally produced material and other resources. Maintained calendar of events for Ohio and added material for OLN, OAACE, and three regional resource centers.
- Maintained seven listservs with Ohio connections

Project Outcomes (Training Activities):

Statewide Training: 17 days of training (94 hours) for 399 participants.

- **Ohio Early Childhood Conference**, Columbus, October 1998, two days, approximately 75 ABLE staff were sponsored with $6,500 of OLRC funding. OLRC staff also made individual presentations.

- **Family Math Workshop**, Columbus, February 27, 1999, 6 hours, 65 participants, approximate cost $4,000.
- **Leadership Development Institute**, March 24-25, June 23-24, and September 29-30, 30 hours, 30 participants, approximate cost $12,000.
- **Statewide Technology Institute** on using Technology in the Classroom, March 12, 6 hours, 49 participants, approximate cost $3,000.
- **Leadership Development Institute Reunion** for 30 participants from first 3 Institutes, February 11-12, 1999, 10 hours, approximate cost $5,000.
- **Multi-Intelligence Workshop**, February 26, 6 hours, 30 participants, approximate cost $ 600 (in collaboration with NCSALL and World Education.)
- **1999 Writers' Conference**, April 23, 1999, 60 students chosen for publication, 85 participants at conference, 6 hours, approximate cost $5,000.
- **EFF Training** for eight local pilot programs, November 12-13, 12 hours, 50 participants, approximate cost $7,000.
- **Follow-up training for EFF** projects, June 4, 1999, 6 hours, 45 participants, approximate cost $1500.

Workshops presented at regional centers: Fourteen workshops (approximately 84 hours) for 325 participants.

Technology:
Basic HTML and Web Page Design, NE, 3 parts on 3 days, 12 participants
Creating Integrated Lesson Plans in Technology, SW, June 29, 1999, 20 participants
Internet Basics Workshop, NW, May 21, 1999, 20 participants
Reading:
Beginnings: A Writing Workshop, NE, January 22, 1999, 21 participants
Using the Beginnings Book as a Guide, NW, December 8, 1998, 12 participants
Math:
Kick-off Days
SW, August 17, 1998, 36 participants
NW, September 11, 1998, 32participants
NE, September 18, 1998, 22 participants
Central/SE, September 25, 1998, 41 participants
Equipped for the Future:
Are You Puzzled About EFF?
NW, February 12, 1999, 23 participants
SW, March 19, 1999, 37 participants
NE, February 19, 1999, 25 participants
Technical Assistance Network:

- 47 programs received a total of 171 hours of training and/or assistance
- The Technical Assistance Network responded to 66 requests dealing with ABLE Link issues and five requests dealing with non-ABLE Link issues
- The Technical Assistance Network consultants provided on-site support for the following ABLE Link topics:
- How to Use the ABLE Link program
- Installing Virtual PC to all MacIntosh programs

- Internet use
- File Transfer Protocol (FTP)
- Downloading and installing various patches for the ABLELink program
- Downloading and installing Acrobat Reader
- How to complete the Annual Performance Report
- Working with Excel and Access
- How to back-up the computer system and ABLELink
- How to switch ABLELink from one computer to another
- The Technical Assistance Network Consultants provided on-site support for the following non-ABLELink topics:
- Basic and Advanced Internet
- Searching Tips and Techniques
- Learning how to use electronic mail, chat rooms, and AOL's Instant Messenger
- File Transfer Protocol (FTP)
- Basic computer skills
- Web page design
- Office 95 and 97 (MS Word, MS Excel, MS Access & MS PowerPoint)
- Adding a modem

Presentations: 47 presentations were made at 16 conferences and meetings for approximately 75 hours of training. 1088 participants attended the various presentations.

ABLE Fall Directors' Meeting, October, 1998
Family Literacy and ABLE, 30 participants
ABLE Administrators as Change Agents, 15 participants
ABLE LINK, 30 participants
Planning and Coordination Grant Session, 18 participants
Introduction and Overview of LINCS, 50 participants
Literacy Volunteers of American (LVA) Conference, October, 1998
Teaching and Assessing Using EFF, 22 participants
Adult Literacy Students Exploring Technology, 15 participants
Technology Basics for Adult Literacy Programs, 25 participants
AAACE Conference, Phoenix, November, 1998
Literacy on the Internet: Using LINCS, 21 participants
Early Childhood Conference, November, 1998
Family Math
Internet and Kids' Safety, 10 participants
Finding and Using On-line Learning, 20 participants
Using the Internet in Family Literacy, 10 participants
Introducing the New Family Literacy Resource Notebook, 12 participants
College Reading Association Meeting, November, 1998
Student Perceptions of Writing, 8 participants
Advocacy in Adult Literacy, 30 participants
Technology in Adult Learning, 25 participants
National Council of Teachers of English, November 1998

R.S.V.P: Collaborative Action, 75 participants
Penn-Ohio XIII Leadership Conference, November, 1998
Family Literacy Initiatives, 18 participants
ANPN Meeting at NCTM Conference
Mathematics, 50 participants
OSHAI, Head Start and Family Literacy, December, 1998, 36 participants
Ohio Council of IRA, February, 1999
Beyond the Red Pencil, 12 participants
Ohio TESOL Conference, April, 1999
Teacher Research, 25 participants
OAACE Conference, Columbus, April, 1999
Ohio Pilots in 1999, 10 participants
A Gem in the Rough: Finding, 25 participants
Navigating the EFF Framework, 18 participants
Direct Internet Flights to Lesson Plans, 9 participants
Creating a Writers Conference, 7 participants
Locating Adult Internet Resources, 25 participants
Copyright on the Internet, 10 participants
National Family Literacy Conference, April, 1999
LINCS to Family Literacy, 40 participants
COABE Conference, San Diego, May, 1999
Online Lesson Plans, 40 participants
ABLE LINK, 7 participants
Evaluating Internet Resources, 20 participants
National Educational Computing Conference, June, 1999
OLRC Technical Assistance Network, 10 participants
Adult Literacy Technology Conference, July, 1999
Evaluating Internet Resources, 20 participants
Everything You Wanted to Know, 30 participants
Copyright on the Internet, 25 participants
1999 GTE Mini-grants, 25 participants
Self-directed Learning and Teaching, 25 participants
LINCS, Using the Internet in the Adult Education Program, 25 participants
Advanced Web Site Design (pre-conference), 25 participants
LINCS Redesign, 35 participants
Distance Collaboration, 35 participants
From the Field, 15 participants
Distance Collaboration (2nd session), 20 participants
Leadership in Adult Literacy: Is Technology Friend or Foe? 15 participants

Technology Rooms: Set up and staffed computer demonstration center for individual training and assistance. A total of 7 days, approximately 42 hours of open lab time was provided.
ABLE Directors Meeting, October 7-8, 1998
OAACE, April 30-May 1, 1999, 50 participants

Impact of Project (other than outcomes stated in II and III):

Evaluations from all statewide events and other professional development activities show that the OLRC is consistently offering quality professional development that meets the needs of the participants. Follow-up and long-term impact from such activities has been identified by the Center as a major goal. Therefore, the Center has chosen to concentrate most of its professional development activities into five major areas: leadership, family literacy, adult numeracy, technology, and reading. With its numerous activities in these areas, including publications, the Center is trying to give practitioners the opportunity to receive initial instruction and then be able to build upon that expertise, put into practice concepts learned, and begin sharing with others. Opportunities such as state math team, technology team, reading group participants and field testers, and participation in presentations at conference are all examples of opportunities provided by the OLRC in addition to follow-up workshops/conferences in the same area.

The Ohio Literacy Resource Center, funded originally with Federal SLRC funds and now with state and 353 funds, has created a central organization which has attracted additional funding from such places as the National Institute for Literacy, Even Start, and the State Library to help support Ohio's adult literacy agenda. Prospects for continued leveraging of the OLRC funding to bring in additional project funding looks encouraging.

The reputation of the OLRC as a state and national leader in adult basic and literacy education continues to grow. This is resulting in new opportunities for involvement on a state and national level in such areas as research, family literacy, and adult literacy standards, opportunities which will create benefits for Ohio practitioners.

Products Developed:

A. **Publications**: All OLRC publications are available at our web site at **literacy.kent.edu**. In addition, the Regional Resource Centers and ABLE directors receive print copies of all publications. Others on the 2000+ person database we maintain who are interested in specific topics also receive publications related to their interest.

The following items were published by the OLRC during program year 1998-1999:
-*ABLE Administrators' Manual*
-*The OLRC News/Tech Talk, fall, 1998*
-*The OLRC News/Tech Talk, winter 1999*
-*The OLRC News/Tech Talk, Spring, 1999*
-*Math Literacy News: GED 2000*
- *Teacher to Teacher "A Few Thoughts on Student Retention," October 1998*
- *Teacher to Teacher "Effective Strategies for Dealing with Test Anxiety," January 1999*
- *Teacher to Teacher "What Jamie Saw," September 1999*
-*Plugins: Everything You Always Wanted to Know, But Were Too Busy to Ask*
-*Distance Education-When Distance is an Issue*
-*Math Literacy News: Math Anxiety*

-Beginnings II (New Writers' Publication)
-Program Resources: Tips for Writing Successful Grants (May 1999) Funding Section of the Family Literacy Resource Notebook
-Program Resources: Annotated Bibliography of Welfare Reform and Welfare to Work Resources (June 1999)

B. Web Site at literacy.kent.edu contains:

About the OLRC
Administrator's Manual
Adult Literacy and Education Resources
- Internet Directory of Literacy and Adult Education Resources

Adult Numeracy Themes
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Beginnings II: 1999 Ohio Writer's Conference

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- OLRC Consultants
- OLRC Personnel

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- Key to Program Entries
- Membership Application
- Search the Directory of Ohio Adult Education Programs

Discussion Groups
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- Family Literacy
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- Ohio Technology Issues
- Workplace Education

Education Resources
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- Commercial Resources
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- Literacy Resources

- Mathematics
- Miscellaneous
- Multi Cultural
- Publications
- Science Resources
- Social Studies Resources

Family Literacy Resource Notebook

Funding Information

- Funding Information on the Internet
- Funding Updates for Literacy Programs

GTE 1999 Minigrants

- Adult Learning Center – ESL Program
- A Better Way of Life Learning Center
- Carl Sandburg College Adult Learning Center
- Family Learning & Resource Center
- Innovative Tech Design Center
- Lake County Literacy Program
- Milwaukee Area Technical College
- Roseville Adult High School
- Strongsville ABLE
- Tri-C Innovative Learning Center

Internet Information

- An Educators Introduction to HTML
- Computer Viruses
- Search Engines

Job Opportunities

Keyword Search of this Site

Leadership Development

Legislative/Government Information

- Legislative/Adult Literacy Act Reauthorization Information
- New Title I and Family Literacy Programs

Lesson Plan Form – (PDF format)

Listserv Information

- About listservs

Locally Produced Materials in Ohio

- Make It-Take It Developmental Toys Book

Local Program Technology Projects (1998)

- Cincinnati Public Schools
- CORC Private Industry Council, Inc.
- Painesville Adult Basic Literacy Education
- Ravenna City Schools EVEN START
- Steubenville City Schools ABLE

New Users' Guide to the OLRC Website

Ohio Literacy/Adult Education Agencies/Projects

- Adult Basic and Literacy Education (ABLE)

- ABLE Programs
- ABLE Resource Centers
- Impact Data Summary, Fiscal Years 1992, 1993, 1994, 1995, 1996
- Ohio Department of Education Adult Basic and Literacy Education (ABLE)
- State Transitional Plan for ABLE
- Directory of Ohio Adult Education Programs
- For the Common Good
- Ohio Association for Adult and Continuing Education (OAACE)
- OLRC Technical Assistance/Training Network

Publications

- Adult Literacy Fact Sheet
- Funding Updates
- Leaders in the Field of Adult Literacy
- Math Publications
- OLRC News
- Program Resources
- Research in Adult Literacy
- Research to Practice
- Teacher to Teacher
- Technology Updates
- Tech Talk

Recommended Trade Books for Adult Literacy Programs

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State and National Literacy/Adult Education Agencies and Projects

- Regional
- State
- National

Teachers' Resources (see also Education Resources)

What's New

- What's New Archives (1998)
- What's New Archives (1997)
- What's New Archives (1996)

Workshops and Presentations

- Copyright on the Internet
- Evaluating Internet Resources
- Everything You Wanted to Learn/Know About The Internet and Were Afraid to Ask!
- Finding and Evaluating Internet Resources
- A Gem in the Rough: Finding and Using On-line Lesson Plans

Project Continuation and/or Future Implications:

The Ohio Literacy Resource Center continues to grow in both its services offered and its impact on quality adult education programs in Ohio. In 1999-00, funding from State Leadership Funds and state funds will provide for continuation and expansion of the activities from 1998-99. Additional funding will be received from 1) GTE for further development of online materials, 2) Ohio Humanities Council for a special Millennium project and 3) NIFL for continuation as the Midwest Technology Hub. A graduate student paid by Kent State University continues to work for the Center in writing grants and looking for new funding opportunities. The OLRC is able to combine its many funding sources to provide quality resources and opportunities for Ohio adult literacy practitioners.

Conclusions/Recommendations:

The Ohio Literacy Resource Center continues to identify and meet the needs of the Ohio adult literacy field. In collaboration with others in the state, the Center sets an agenda consistent with the strengths of the Center staff and feedback from the adult literacy community while remaining flexible enough to respond to requests and participate in new initiatives as needed.

Additional Comments:

This report attempted to include only activities funded from the 353 and state fund grant. Where publications or trainings were possible because of other funds being added to this grant, the activities have been marked with an asterisk. In most of those cases, coordination and staff time was covered under this grant and actual workshop/publication expenses were covered by the other grants.

The work of the OLRC would not be possible without the dedicated commitment of the faculty team and the staff. The staff during 1998-99 was:

Nancy Markus: Mathematics and EFF coordinator
Bryan Bardine: Graduate Assistant, Literacy
Lisa Collins, Graduate Assistant
Lisa White, Graduate Assistant Nancy Padak: Principal Investigator and Family Literacy Advisor
Gary Padak: Faculty Advisor
Jean Stephens: Director
Marty Ropog: Assistant Director for Technology
Connie Sapin: Assistant Director for Literacy
Judy Franks: EFF Coordinator and Special Projects
Margarete Epstein: Technology Assistant
Kimberly McCoy: Technology Assistant
Chris Fullerton: Technology Assistant for web development

Georgia Gallagher: Administrative Assistant (until January 1999)
Carrie Spence: Administrative Assistant (after April 1999)
Maureen Plum: Administrative Assistant
Penny Graves: Administrative Assistant (Job sharing with Maureen Plum)
(University graduate student)

Northeast ABLE Resource Center

Grant Recipient:	Euclid City Schools
Grant Allocation:	$441,436.00
Project Period:	September 1, 1998 – August 31, 1999

Project Administrator:
Delores Tocco Tekieli
Community Education
651 East 222nd St.
Euclid, Oho 44123

Project Director:
Gloria W. Gillette
Northeast ABLE
Resource Center
291 East 222nd St.
Euclid, Ohio 44123

Project Description/Purpose:

The Northeast ABLE Resource Center is one of four regional centers providing professional development opportunities and technical assistance to ABLE programs in Ohio. The Center also acts as a liaison between the Ohio Department of Education Adult Basic and Literacy Education Unit and the ABLE programs and maintains an on-site library and computer lab.

Project Outcomes (Non-training Activities):
Miscellaneous:

- Library holdings (now at 6200) continue to increase and we have added a good deal of software – particularly in the area of ESOL. We are building our holdings in the areas of family literacy, web-based lesson books, presentation skills, hands-on science, critical thinking and computer programs. We continue to add in the area of professional development.

- Over 600 teacher/staff members have access to the library and more than 250 have visited during the year. We continue to make library materials available in every possible way – by phone, Email, web site and walk-ins. Return postage is included.

- Approximately 1500 technical assistance contacts were made via phone, FAX, walk-ins or site visits.

- The Center's computer lab began offering training in September 1998. Internet access is also available to all stations in the lab. A Mac computer was purchased so that training and software review can be done on both platforms. Software reviews are done (and logged) on a regular basis to provide ABLE teachers with information and an evaluation for each program. Preliminary work was done on the new PD Online program.

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- The Director and/or staff have:
    - chaired two statewide TESOL conferences (Director)
    - presented at 31 workshops and conferences
    - attended 81 assorted meetings with ODE or other ABLE practitioners
    - presented outside Ohio at 3 conferences
    - met monthly with other resource centers to continue to share ideas and collaborate on projects
    - provided 8 technology troubleshooting/training visits to programs in conjunction with the ABLELink project (Computer Trainer)

Special Projects: ESOL Systems Design Project

- held two ESOL Summits which:
    1. researched and recommended standards, assessment methods and
    2. recommended that summit members be used as an advisory board for state ESOL policy.
    3. The first recommendation made was to change ESL to ESOL to reflect accepted professional and cultural considerations.
- revised Quality Indicators to embed ESOL into the existing document
- developed Principles of Language Acquisition for Programs and ESOL program definition which were used as a basis for ESOL grant application
- developed and delivered two new trainings across the state on culture and ESOL language learning strategies
- reworked standards to reflect new WIA requirements and began the process of developing ESOL benchmarks based on new WIA levels
- chaired two statewide ESOL conferences developing adult education tracks in both of them
- *On Speaking Terms* has been recorded and is now being pressed on CD and will be distributed to ESOL practitioners and will also be available on the web site
- began development of ESOL PD online (a long-term project)

- developed a list of ESOL-specific software
- provided ongoing review of ESOL-specific software
- continued joint project with University of Findlay to offer Master's in TESOL classes on site
- expanded (paper) quarterly ESOL newsletter to 600 recipients across the state
- developed a biweekly ESOL electronic newsletter to begin in Fall '99
- continued research in immigration issues
- expanded library in the following areas:
    1. family literacy for ESOL
    2. English for specific purposes
    3. cross-cultural communication

Project Outcomes: (Training Activities):

Date	Activity	Presenter	Objectives	Contact	#
8/27/98	4th Annual Math Kick Off Day	OLRC Math Committee	Learn ideas to teach math	6.25	8
9/14/98	IMS Training	OLRC Tech Team	Learn ABLE Link	2.75	34
10/2/98	How to Create Web Pages Part 1	OLRC Tech Team	Learn to create web pages	4.5	11
10/19/98	Equipped for the Future (Warren)	Jane Meyer & Martha Hyland Canton ABLE	Learn ways to use EFF in classroom	2.75	24
10/23/98	Orientation: Preparing for New Students	NE ABLE programs	Learn variety of ways to orient students to ABLE	3	9
10/24/98	New Teacher Training	Patty Buchan, Paula Mullett, Janene Ishee, Gloria Gillette	Teach new teachers about ABLE	5.5	36
11/6/98	How to Create Web Pages Part 2	OLRC Tech. Team	Learn to create web pages	4.5	11
11/7/98	A Neat Little Package of Lifeskills Curriculum	Linda Benedictis & Mary Grace DeStefanis.	Learn to use a banking curriculum for ABLE	2.75	20
11/11/98	Adult Ed. for the Handicapped	Fred Jennings, Director, Westlake	Observe an ABLE class for handicapped	2	13
11/13/98	Penn-Ohio Conference	Misc.	Networking w/ PA Collegues	4	30
11/14/98	New Ideas for ESL	NE Ohio ABLE Professionals	Learn techniques to teach ESOL	3.9	30

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11/14/98	Utilizing the Newspaper in the ABLE Classroom	Sue Ann Taylor (Youngstown)	Learn ways to use newspapers in the classroom	4
11/19/98	Tips and Techniques for ABLE/GED Volunteer-Tutors (Strongsville)	Becky Manning, Cleveland READS	Learn techniques to tutor new readers	1.5
11/19/98	Tips and Techniques for ESL (Strongsville)	Karen Basch, ESL Instructor, CH-UH ABLE	Learn techniques to tutor ESOL students	1.5
12/3/98	Vocational Assessment: Who Needs It? (Auburn)	Gail Michalski, Auburn Career Center	Learn strategies for vocational assessment Auburn Career Center	2
12/3/98	State Plan Meeting	James Bowling	Get input from region on State Plan	4
12/7/98	Putting our New Tools to Work (Ashtabula)	Ralph Zerbonia, CBOSS	Learn computer techniques	6
12/11/98	How to Create Web Pages Part 3	OLRC Technology Team	Learn to create web pages	4.5
1/22/99	Teaching Adults to Write	Bryan Bardine & Connie Sapin, OLRC	Learn strategies to teach writing	4.5
1/23/99	Survival Skills in the Fast Lane (Youngstown)	Vicki Lynn Kirkland	Learn techniques to handle stress	3.5
1/23/99	Icebreakers: Ideas for Warming Up a Group!	Paula Mullet, NE ABLE RC	Learn icebreaker activities to use in the classroom	2.75
1/28/99	Integrating Technology Into the ABLE Classroom (Berea)	Mike Baker	Learn how to use the web in the classroom	2.5
1/30/99	Motivating Adult Personal Growth: The Wings Program	Marianne Bricker Wings Coordinator	Learn ways to help students improve their self esteem	4.7
2/3/99	Bellwether Training	Bellwether Staff	Learn to use Bellwether software	5
2/6/99	A Positive Approach to Conflict (Maplewood)	Debbie Wesley, LSW	Learn strategies to handle conflict	3
2/6/99	New Ideas for ABLE Professionals	NE Ohio ABLE ABLE	Learn teaching ideas for	4.5
2/19/99	EFF Training	Judy Franks, OLRC Martha Hyland, Canton	Learn how to teach EFF skills in the classroom	4.5
2/20/99	Science in the ABLE Classroom	Lorraine Gabor, Mary Kobelt, Lake County Even Start Staff	Learn science experiments for class use.	4.75
2/26/99	Internet Basics for Teachers	Andrew Venclauskas, Tech Specialist, NE ABLE RC	Learn basic internet skills	4.25
3/25/99	4 County Workshop (Ashtabula)	Various	Learn best ABLE/ESOL Practices	3

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3/15/99	Reading & Writing for Daily Living (Medina)	Paula Trenta & Lynn Wilson	Learn reading & writing instructional techniques	2.5	6
3/22/99	ABLE Directors' Meeting	ODE Staff	Address concerns of directors @ local ABLE programs	5	59
3/26/99	See the USA at Chevrolet	Anna Bussian & Judy Gaumer, Parma ABLE	Learn to teach basic skills using a travel unit.	3.4	9
4/6/99	Using the Internet for ABLE Instruction (Garfield Hts)	Helen Poti & Lory Nemeth, Garfield Hts. Community Center	Learn techniques to teach using the internet	3.5	9
4/16/99	ABLE Stew	Kathryn Jackson & Kathy Knall, SW ABLE RC	Learn techniques to teach in multi-level classrooms	5.2	16
4/29-5/1/99	OAACE	Various	To network with other professionals &learn about ABLE	15.5	36
5/7/99	GED: An Update	Tony McManus	Learn updated info about the GED	1.5	57
5/21/99	Advanced Internet	Andrew Venclauskas	To learn advanced internet techniques	4.5	11
6/18/99	Power Point 97	Andrew Venclauskas	To learn how to use Microsoft Power Point	4.5	2
6/23/99	Intermediate Word 97	Andrew Venclauskas	To learn to use advanced techniques of Word	4.5	10
7/2/99	Helping Adults w/ Learning Disabilities (Warren)	Lydia Brown-Payton	To learn techniques to assist LD students	3.0	11
7/9/99	Advanced Internet techniques	Andrew Venclauskas	To learn advanced internet	4.5	12
7/16/99	Internet Lesson Planning	Paula Mullet & Andrew Venclauskas	To use the internet to develop lessons for classroom use.	2.3	7
7/23/99	Beginning Internet	Andrew Venclauskas	Learn basic internet skills	4.5	16
8/6/99	ESOL Strategies & Techniques	Gloria Gillette	To learn new techniques in ESOL instruction	4.5	16
8/20/99	Advanced Reporting w/ Access	Kimberly McCoy, OLRC Andrew Venclauskas	To learn to utilize Access with ABLElink reporting	4.5	17
8/27/99	Introduction to Excel	Andrew Venclauskas	To learn to use the software program Excel	4.5	10
Totals				190.5	944

Data Summary

A. Professional Development Training Participation planned or supported by NE ABLE Resource Center 944

B. Professional Development Activities planned or supported by NE ABLE Resource Center 47

	# of Trainings	Participants
Resource Center Trainings	33	585
Local Trainings	12	293
Conferences w/ group registrations	2	66
	47	**944**

The Annual Resource Fair (with 252 participants) was moved from June to October, thereby lowering the participant numbers for the year.

Total Number of training hours planned or supported by NE ABLE Resource Center 190.25

B. Self Directed Professional Development Activities

Conference Participation	
National Conferences	7
State Conferences	23
Participation in other activities	
Focus group	6
College classes	51
15,168.00	
Observations	2
Library Research	4
Curriculum Development	3
State Workshops	17
Community Education	10
Total Participation	123

Total Professional Development Participation (Sum of A and B above) 1067

Impact of Project: (other than outcomes stated in II and III)

The Resource Center Network continues to share information, activities and assistance. ABLE practitioners are attending a wider variety of professional development and more program staff are becoming involved in the process. We continue to provide information and encourage participation in the technology strand of professional development. We are seeing a larger number of practitioners pursuing computer classes both on their own and through the Resource Center.

Products Developed (if applicable):

- In addition to Friday NewsBriefs, a bi-weekly electronic newsletter for teachers (Tuesday Teacher Tidbits) has been developed
- Nor'easter newsletter published quarterly
- Statewide ESOL newsletter published quarterly
- Technology Tips sheets available

Project Continuation and/or Future Implications:

The Resource Center has been funded through August 31, 2000. The Workforce Investment Act of 1998 and the National Reporting System require many changes in ABLE and ESOL programs. The professional development required to support those changes will continue to occupy the Resource Center.

Conclusions/Recommendations:

The Resource Center has an important role in the future of adult education in northeast Ohio and in the state. Practitioners have come to seek and depend on information and assistance from the Center in their planned activities both with their students and in their own professional development. The initiative taken with the ESOL Design Project has put the Center on the front line of future ESOL directions. The Resource Center Network has provided an important model of collaboration for the field as well as a wide variety of training opportunities in a cost-effective manner.

Northwest ABLE Resource Center

Grant Recipient: Owens Community College

Grant Allocation: $275,591

Project Period: September 1, 1998 – August 31, 1999

Project Director:
Linda Stacy, Division Director
Owens Community College
Center for Development and Training
P.O. Box 10000
Toledo, Ohio 43699-1947
(419) 661-7425

Project Description/Purpose:

The Northwest ABLE Resource Center is one of four regional and one state literacy resource center funded through the Ohio Department of Education--ABLE. The five centers form a network of resource professionals providing professional development, technical assistance, and resources to the Adult Basic and Literacy Education programs and practitioners in Ohio.

The NW ABLE Resource Center serves the counties in the northwest region of Ohio by assessing the needs of the ABLE field, providing activities and resources to meet those needs, supporting the programs and practitioners in their professional development, and providing technical or other assistance as requested or required. In addition, the NW ABLE Resource Center works closely with the Owens Community College Library to house the ABLE Collection in the main library on the Toledo Campus. Since Owens is connected to other Ohio libraries through OHIOLINK, the ABLE Collection is actually available to a wider audience than just the ABLE practitioners in the Northwest.

All staff at the NW ABLE Resource Center are available for any special assistance needed by programs or practitioners. The number of calls and E-mails received daily attest to the assistance available through the Center continues to grow.

Project Outcomes (Non-training Activities):

The Northwest ABLE Resource Center hosts the Advisory Committee and the Directors of the Northwest at least quarterly. These meetings have become a vital link between programs, between programs and the Center, and between ODE and the Northwest. Quarterly issues of *Northwest Notes* reach every practitioner in the Northwest Region. The newsletter informs practitioners of the latest information, reviews of new resources, reports from Individual Activity Requests, descriptions of pending workshops, and registration forms for workshop attendance. The addition of the weekly E-FYI newsletter has increased immediate awareness and knowledge of issues of importance to the NW

ABLE programs and practitioners. An additional e-mail service to instructors is the bi-weekly Teacher Tips received by all instructors who have provided e-mail address. Attendance, participation, and presentations at Directors' Meetings, OAACE, COABE, AAACE, and other state and national conferences are all results of the Project.

Project Outcomes (Training Activities):

See attached grids for an overview of all NW ABLE-sponsored activities.

Please give the following information for each training event:

Date	**Activity**	**Presenter**	**Objectives**	**Contact Hours**	**#**
9/23/98	Advisory Quarterly Meeting	D. Ninke	Committee meeting	5	10
9/23/98	NW Directors	D. Ninke, J. Gove	NW Directors' Meeting	5	35
10/3/98	Surfin' & Learnin'	D. Ninke	Using the Internet in adult education	5	6
10/17/98	Teacher/Vendor Fair	D. Ninke, J. Gove, others	Regional event – ABE vendors & breakouts	5	86
10/23/98	Learning Disabilities Focus	D. Ninke	Practical ideas to assist with learning disabilities	5	9
10/26-10/27/98	State Directors Meeting	D. Ninke, J. Gove	State Directors' Meeting	10	18
11/6/98	MS Office I	C. Penza	Practical ways to use computers in classrooms	5	12
11/10/98	Workforce Investment Act	Teleconference	Teleconference – implications of WEI	2	18
11/13/98	New Teacher Training	D. Ninke	2-part new teacher trng.	5	29
12/2/98	NW Directors	J. Gove & Team	Quarterly Meeting	5	37
12/4/98	Writing Workshop	C. Sapin/B. Bardine	Enhancing ways to teach writing	5	12
12/5/98	New Teacher Training	L. Weeks	2-Part new ABLE teacher training	5	15
12/11/98	New Teacher Training	D. Ninke	2-part new ABLE teacher training	5	29
12/11/98	Workplace Education Focus	L. Weeks	Group to generate ideas for on-site programs	5	4
1/22/99	MS Office II	C. Penza	Practical ways to use computers in classrooms	5	10
1/27/99	Advisory Committee	D. Ninke	Quarterly Meeting	5	10
2/11/99 & 3/11/99	LD Teleconference	PBS	Interactive training programs	4	1

2/12/99	EFF Pilot	OLRC/Canton	Framework for foundation skills	5
2/27/99	New Teacher Training	L. Weeks	2-part new ABLE teacher training	5
3/2. 6/17. 8/3. 9/1/99	Bi-State Meeting	D. Ninke. J. Winters	Ohio-Michigan planning sessions	20
3/5/99	LD Focus	D. Ninke	Practical applications & follow up	5
3/15/99	NW Directors' Meeting	J. Gove & Team	Quarterly Meeting	5
3/22/99	Advisory Committee	D. Ninke	Quarterly Meeting	5
4/17/99	Spring Regional	D. Ninke/L. Weeks	LD issues & concerns	5
5/6/99	JCPenney Leadership Institute	JCPenney Institute	Teleconference on quality in classrooms	2
5/12/99	WIA Briefing	OBES	Conference for employers	5
5/21/99	Internet Basics & Searches	M. Ropog. OLRC	How to use the Internet in education	5
6/11/99	Marketing ABLE	Angelone	Workshop on Marketing Tools	5
6/23/99	Covey – What Matters Most	Covey Staff	Video Clips & info	3
6/25/99	ABLELink Refresher	OLRC	Support for programs	5
7/9/99	GED Question & Answer	Tony McManus	Address issues that concern programs	5
7/12-13/99	CASAS	CASAS/McIntosh	Training on this tool	10
7/16/99	Effective Helping	M. Wintgens	Learn basic counseling skills	5

Professional Development Summary:

Resource Center Professional Development Activities:

Full Day Activities	19
Half Day Activities	1
Participation	498

Resource Center Special Activities:

Advisory Committee	4
NW Directors	4
State Directors	1

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Teleconferences	3
Bi-State Meetings	4
Participation	239

Local Activities funded by NW ABLE Resource Center:

Full Day Activities	2
Half Day Activities	1
Participation	41

Conference Participation:

AAACE (full conference)	4
Ohio Lau TESOL	5
National Forum/Adult Ed.	1
OLN Annual Meeting	4
OAACE	84
Early Childhood Ed.	3
ACTFL	1
Reading Recovery	1
COABE	3
Family Literacy Statewide	1
Social Studies Annual	2
Family Literacy National	1
1999 Writers' Conference	2
Spring TESOL	5
VP Summit	5
Family Math	10
Adult Literacy & Tech.	2
Math Kick-Off Day	3
Participation	137

Individual Activities Participation:

Variety	55

Total Professional Development Participation: 970

* Objectives for workshops are attached.

** Recommendations: All programs offered by the RC are evaluated by participants. There have been no workshops offered which have received comments that would indicate participants would not recommend the activity.

Impact of Project (other than outcomes stated in II and III):

Clarification, implementation, and information concerning ABLE, adult education, and the program/practitioner concerns or questions have become major components of the

Center's daily functioning. Having this resource readily available and accessible to directors, coordinators, instructors, aides, volunteers, and tutors alike has been a benefit to all of ABLE.

The Northwest ABLE Resource Center staff is also used by Owens Community College to provide in-service workshops during Opening Week, to provide information to visitors to campus, and to speak at community groups/agencies through the Owens Community College Speakers' Bureau.

A major impact of the PDP process has been the increase of Individual and Program Activity Requests. Requests have been varied and interesting. At the conclusion of the activity, the individual or program must submit a report and invoice. The reports have become a regular feature of our newsletter making others aware of the possibilities for professional development available to them, as well as the providing brief reviews of the experiences of ABLE practitioners and programs.

The continuation of the Workplace Education Indicators project has provided another component to the Resource Center. This project has involved ABLE practitioners from around the state working together to furnish Workplace Education providers with more information and useful tools to make their programs stronger and better able to meet the needs of their collaborative partners. This year, team members will present their findings at the American Association for Adult and Continuing Education Conference in San Antonio. In addition, professional development opportunities will be developed for workplace education providers in Ohio.

Products Developed (if Applicable):

In conjunction with the other regional centers, the Northwest has been the source for the New Teacher Manual. The Northwest covered the cost of printing the initial run four years ago and covered the cost of modifications for several years. This year, the Northeast ABLE Resource Center has provided the changed copy, and each center covers the cost of duplication for its own region.

The Center is producing a Workplace Education Resource Guide. This Guide will be produced for use at the AAACE Conference, for the workplace education programs in Ohio, and it will be put online through the Ohio Literacy Resource Center. We will also submit it to Southern LINCS which is the workplace education hub for adult basic education.

Last year, a Learning Disabilities task force was formed from interested practitioners in the Northwest. The task force met and developed two outcomes. The first was to plan the Spring Regional Event for the Northwest. The second was to develop a resource manual for learning disabilities. That manual was produced and given to all attendees and has since been sent to anyone else requesting it. In the formation of the manual and through research and discussion, it was decided to use the term learning difficulties instead of disabilities. This manual is available to any interested ABLE practitioner.

Project Continuation and/or Future Implications:

In addition to the professional development options, the technical assistance, and the resources available through the Resource Center, the continuation of the Workplace Education Indicators Project has involved practitioners in an expanded form of professional development. The objective of the project is to "provide more tools for workplace education programs, or those ABLE programs that also provide workplace education with which to conduct formative and summative program evaluations." With this added emphasis for the Resource Center and the changes in legislation affecting ABLE, the Northwest ABLE Resource Center intends to be proactive in its approach to all of the tasks, challenges, and opportunities which it will face in the next year. Part of this approach continues to be timely communication with ABLE directors, coordinators, and other staff. The E-FYI, Teacher Tips, Northwest Notes, e-mail and phone messages provide the most immediate and latest information to Northwest Ohio ABLE professionals.

Conclusions/Recommendations:

The Professional Development Process has been beneficial to the planning of professional development, but there are some areas of concern:

- Professionalization of the ABLE field still requires more emphasis from all levels of ABLE. The Ohio Department of Education, Adult Basic and Literacy Education, can assist the Resource Center in this process with consistent policy statements, clear communication with the Resource Center, and support in it efforts to hold practitioners and programs accountable for their professional development.
- Consistency among the ABLE Consultants with regard to program requirements, other formal and informal requirements, and accountability is a major issue facing the continuous improvement of ABLE in Ohio.

Additional Comments:

None

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Southwest ABLE Resource Center

Grant Recipient: Sinclair Community College (Project READ)

Grant Allocation: $281,044

Project Period: September 1, 1998 –August 31, 1999

Project Director:
Karla Hibbert-Jones
Project READ/SW ABLE Resource Center
C/O /Sinclair Community College
444 West Third Street, Room 12201
Dayton, Ohio 45402-1460
(937) 512-5123

Project Description/Purpose:

The SW ABLE Resource Center, located at Sinclair Community College in Dayton Ohio, is one of the four regional resource centers funded through the Ohio Department of Education. The SW Center serves ABLE practitioners in 15 southwestern Ohio counties and works collaboratively with the Resource Center Network professionals in Ohio to provide the adult literacy field with the infrastructure, leadership, and support services needed to increase program capacity and promote continuous improvement.

The purpose of the Southwest ABLE Resource Center is to assist ABLE programs in providing quality education for adults, families, and workers. Primary activities include the promotion of planning, coordination, and collaboration at the national, state, and local levels, and providing quality professional development opportunities, easily accessible technical assistance, and educational and instructional resources to adult literacy programs and practitioners.

Project Outcomes (Non-training Activities):

The SW ABLE Resource Center staff considers the non-training activities and initiatives a high priority and much time and energy is devoted to the development of processes, techniques, and methods to improve the scope and delivery of these service components. Non-training components include planning activities, collaboration networks and advocacy, technical assistance, and the resource library component. The following summary of FY' 98 SW Resource Center's activities and initiatives reflects the continued expansion of services and the growing number of adult literacy practitioners accessing these services.

Planning, Coordination, and Advocacy Activities:

These collaborative efforts and working partnerships have resulted in increased knowledge of, and interaction with, the broader literacy community. This sharing of information, expertise, and resources has resulted in less duplication of efforts, improved services, and a more effective and systematic process for incorporating statewide policies and initiatives. In addition, these activities have improved the quality and delivery of adult literacy services and have strengthened the infrastructure at the state and national level.

- Hosted three Advisory Committee Meetings during the program year and created sub-committees from the members to help plan the Spring Director's Meeting and the piloting of the retention tools.
- Developed, organized, and helped to host and facilitate a two-day spring ABLE Directors' meeting for the southwest region.
- Participated in regional and state planning meetings, trainings, and conferences with ODE, the Ohio Resource Center Network, and other adult literacy providers/experts to learn about pertinent resources and initiatives, to do strategic planning, and to develop state policies/guidelines.
- Conducted joint meetings with ODE Consultant and consortia leaders to assist in the implementation of the professional development activities and process.
- Participated in weekly Project READ staff meetings and monthly coalition meetings.
- Collaborated with Kettering Adult School and the Ohio Family Literacy Statewide Initiative to plan, market, and coordinate a statewide family literacy conference.
- Worked collaboratively with the state and regional resource centers on various joint activities and projects including state conferences, on-line professional development, and informational print.
- Participated in the planning and development of the Learning Disabilities Training and Dissemination Project in Ohio.
- Served on the advisory boards for three adult literacy providers in the southwest region.
- Publicized ABLE programs and special events through quarterly publications of the *Southwest Exposure* newsletter.
- Provided print and online information to teachers/programs to advocate for adult education.
- Used electronic communications with the ABLE field to increase awareness and knowledge of adult literacy issues.

Technical Assistance and Resource Library Activities:

The Resource Center staff has made major contributions to literacy programs and practitioners by supplying easily accessible and pertinent technical assistance and material resources needed by the field to improve the instruction and delivery of literacy education in our ABLE programs. There have been many positive outcomes directly related to these services. The use of electronic communication and on-line information has been an effective method for keeping all program constituents informed about literacy issues and initiatives in a timely manner and is being used more by the field to access information, resources and communicate requests for technical assistance. In addition, there has been an increase in the number and types of requests for technical support from adult literacy practitioners both within and outside of the southwest region of the state. The following summary of these activities reflects the demand for, and the scope of, available services.

- The 15 annotated mini-bibliographies of adult literacy resources housed in the SW Resource Library has been revised for distribution to all ABLE programs in the SW region and reflect the growing collection of instructional and educational materials available to the field.
- Showcased new resources at workshops and meetings and featured selected resources in the quarterly newsletter that is disseminated to ABLE practitioners in the southwest region.
- Expanded the collection of Internet resources appropriate for adult instruction and professional development and communicated site and listserv information to practitioners.
- Disseminated over 500 resources to ABLE practitioners in Ohio.
- Provided approximately 90 hours of on-site technical assistance to practitioners visiting the Center.
- Coordinated 10 peer mentoring and consultation opportunities requested by ABLE practitioners and made 35 referrals to OLRC and other literacy organizations.
- Responded to daily requests for technical assistance (i.e. curriculum or ABLE management/policy materials, conference and legislative information) through mailings, phone, FAX and E-mail.
- Provided on-going technical assistance to the EFF, Retention, and Learning Disabilities Training and Dissemination pilot programs in the form of site visits, phone conferencing, written correspondence, group meetings, and curriculum resources.
- Researched, developed, and disseminated curriculum modules on special topics and events (i.e. goal setting, Black history month).
- Revised and enhanced the products/tools for the student retention toolbox project.
- Previewed and researched adult literacy software and installed demo software for preview at the Resource Center lab.
- Resource Center staff has presented at more than 30 regional and/or state workshops and conferences, attended approximately 25 professional development/ information workshops, and has made numerous presentations at local and regional adult literacy functions (i.e. ABLE program staff or advisory board meetings).
- Provided the field with the fiscal and technical support to attend, participate, and present at ODE statewide initiatives/trainings, OAACE, COABE, and other state and national conferences.

Project Outcomes (Training Activities):

A number of quality and relevant professional development activities are available for ABLE practitioners each year. In the Southwest Region, personnel choose from a large and varied menu of professional development that consists of local, regional, consortia, state, and nationally sponsored opportunities to meet their personal and program professional goals. This year 575 individuals attended one of the 22 Southwest Resource Center sponsored professional development activities and 75 practitioners were supported through the Center to attend state and national conferences. In addition, the Resource Center staff helped to plan and facilitate four consortia-sponsored activities. Written evaluations, satisfaction surveys, and verbal feedback about these activities document the positive impact that these activities have made on the capacity of adult literacy providers to provide quality services and instruction for adult learners.

The following is a summary of the professional development activities offered through the SW ABLE Resource Center.

Date	Title/Presenter	Objectives Addressed	Hours	#
Sept. 16	**IMS Training** OLRC Technology Team	To familiarize the field on the use of ABLELink	4	34
Sept. 18	**Newspapers in the Classroom Part I** **SW ABLE Resource Center** **Presenter: Sandy Hilt, Dayton Daily News**	Using the newspaper as an authentic and contextual resource	4	12
Oct. 16	**Oh Won't You Stay – Retention in ABLE** SW ABLE Resource Center Presenters: Beth Healander and Tracey Haddix	To share the latest research and information on retention and develop strategies for further action in program planning.	6	32
Oct. 30	**Teaching that Maximizes Learning** SW ABLE Resource Center - Shari Bidwell	To show how project-based learning makes connections to learner's role in the home, community and workplace	6	15
	New Teacher Training SW ABLE Resource Center Resource Center Staff	To familiarize new teachers with the ABLE system and basic adult learning and teaching principles	6	11
Dec. 5	**Word Patterning for the Adult Learner** **SW ABLE Resource Center** **Presenter: Myra Bowser**	To give adult educators an overview of phonics and word patterning	6	13
Dec. 8	**SW Regional Focus Groups** SW ABLE Resource Center	To gather input from the field on the new state plan for WIA	4	32
Dec. 9	**Student Support Services (Cincinnati)** **SW ABLE Resource Center**	To learn about the ADA, confidentiality issues, and documentation	3	20
Dec. 11	**Retention Project Pilots' Training** Brownberry Farms & SW ABLE RC	To help pilot programs implement the retention tools and strategies in their ABLE programs	4	42

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Date	Title/Presenter	Objectives Addressed	Hours	#
Jan. 22	**Teaching That Maximizes Learning Part II** **SW ABLE Resource Center** **Sheri Bidwell**	To model and practice inquiry- based learning activities used by participants in their ABLE classrooms	6	11
Jan. 29	**Newspapers in the Classroom (Session II)** SW ABLE Resource Center Presenter: Sandy Hilt, Dayton Daily News	To follow up with Part I participants to share effective classroom activities using the newspaper that they employed in their classrooms	4	11
Feb. 5	**Science 'R' Us: Discover the Fun of Science** **SW ABLE Resource Center** **Presenter: Kay Sandvig**	To explore ideas and perform experiments that can be used in the ABLE classroom	6	17
Feb. 19	**Going the Write Way** SW ABLE Resource Center Presenter: Nancy Ritchey	To become aware of the types of writing to teach and how they are applicable to the adult education classroom	6	21
March 2	**EFF Regional Pilot Training** **SW ABLE Resource Center** **Judy Franks and Martha Hyland**	To share common issues, problems, and practices among the EFF pilot participants	4	11
March 3-4	**Spring Directors' Meeting** SW ABLE Resource Center	To assist ABLE directors in understanding the WIA and its implications for the state plan and new grant application	9	41
March 5	**Cultural Issues & Learning Styles in ESL Classroom** **SW ABLE Resource Center** **Presenter: Gloria Gillette**	To make ESL teachers aware of cultural issues and the impact of such issues upon their instruction	6	36
March 19	**Regional EFF Informational Workshop** SW ABLE Resource Center/OLRC Presenters: Martha Hyland and Debbie Stowers	To share and model the EFF framework and focus on how to incorporate it into ABLE lessons.	6	40
March 26	**Retention Pilot Training Part II** SW ABLE Resource Center	Gather feedback on the retention tools; share best practices, identify retention issues and strategies.	4	46
June 30	**Using Technology for Teaching and Learning** **SW ABLE Resource Center** **Presenters: Margarete Epstein & Chris Fullerton**	How to use software, word processing, and the Internet to develop integrated lesson plans.	6	20
June 30	**ABLELink Refresher** SW ABLE Resource Center Presenters: Marty Ropog and Kim McCoy	To provide a refresher course on ABLELink and to teach the use of Access to import and manipulate data to generate reports.	6	30
Aug. 5	**ABLE Medley** SW ABLE Resource Center Presenters: Eubanks, Kuth, Lohnes, McManus, Ritchey, Petrek, Sandvig,	To familiarize practitioners with the upcoming GED 2001test, the use of the EFF framework, curriculum adaptation techniques, and to offer classroom ideas for science and writing.	6	43
Aug. 17	**Math Kick-off –Teaching Basic Math Concepts** SW ABLE Resource Center/OLRC Presenters: Nancy Markus and Sue	To provide teachers assistance with setting up an effective classroom, using cooperative learning, and teaching number sense, fraction concepts, and GED math	6	37

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Date	**Title/Presenter**	**Objectives Addressed**	**Hours**	**#**
	Galanduik			
		Totals	**118 Hours**	**575**

Impact of Project (other than outcomes stated in II and III):

In addition to the outcomes described above, the Resource Center Network's role as a liaison to the ABLE field for the Ohio Department of Education has resulted in enhanced communication and collaboration, and has improved consistency and coordination at the local, regional, and state level. Through extensive interagency collaboration with the state staff and other literacy providers/organizations, the Resource Center Network has developed a core of leadership and expertise capable of providing the resources that ABLE programs need to support system reform and build program capacity.

Another component of the SW Resource Center this year has been the continuation of the Student Retention Project. Outcomes of these efforts include the analysis of field input and the evaluation of the training, technical assistance, and resource component of the Student Retention Project by the state pilots.

Tool/instrument revisions and a systematic process for implementation of a statewide retention initiative in the next fiscal year were also completed. For a detailed summary of the pilot phase of the Retention Project, see enclosed report, Tools of the Trade: An Exploratory Analysis of the Student Retention Project of the Southwest ABLE Resource Center.

Products Developed (if Applicable):

Print materials in the form of newsletters, memos, training calendars, curriculum modules, and reports on special projects have been developed by SW ABLE Resource Center personnel and disseminated to the adult literacy providers in Ohio. The outline below briefly summarizes these products and the market of distribution.

- Three editions of the *Southwest Exposure* newsletter were mailed to approximately 500 adult literacy providers.
- Two curriculum modules designed for Woman and Black History Months were developed and mailed to ABLE practitioners in the southwest region.

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- 15 annotated bibliographies of adult literacy resources from the SW Resource Center library were revised and printed for distribution to Directors in the southwest region in September.
- Five products/tools related to the retention project were expanded and/or revised and 500 toolboxes were produced for distribution in October 1999.

Project Continuation and/or Future Implications:

It will require a strong commitment of all our available resources to develop and implement a state plan of performance measures for ABLE programs in Ohio. The Resource Center Network will be instrumental in providing the tools and the leadership needed for building program capacity and adopting new accountability systems. This project will continue to collaborate with the Ohio Department of Education and the Ohio Resource Center Network to provide the technical support, material resources, and the training infrastructure needed by the ABLE field to meet the core indicators and performance standards imposed by the Workforce Investment Act of 1998.

Conclusions/Recommendations:

Increased staffing and improved interagency collaboration and coordination have made it possible for the Southwest ABLE Resource Center to expand the number and the quality of support services to ABLE providers in southwestern Ohio. The regional and state resource centers continue to be a vital component of the support system designed to help the ABLE field improve overall program delivery and effectiveness. To ensure the continuation of these valuable services, it will be necessary to continue the operations of these centers at the current level of funding and to continue activities that will strengthen both intra and interagency partnerships and collaborations.

Additional Comments:

None.

Central/Southeast ABLE Resource Center

Grant Recipient:	Ohio University – Central/Southeast ABLE Resource Center
Grant Allocation:	$337,586.00
Project Period:	September 1, 1998 – August 31, 1999
Project Director:	Rick McIntosh Ohio University 338 McCracken Hall Athens, OH 45701 740-593-4419

Project Description/Purpose:

The Central/Southeast Ohio ABLE Resource Center, located in the College of Education at Ohio University in Athens, is one of four regional resource centers funded by the Ohio Department of Education. Together with the State Literacy Resource Center, the resource centers provide valuable leadership and expertise in the areas of professional development and instructional materials. The purpose of the resource center is to provide educational and instructional resources and professional development to adult literacy and basic skills programs in Central and Southeastern Ohio.

The Central/Southeast Ohio ABLE Resource Center has assumed a leadership role in the delivery of professional development. With the discontinuation of the staff development consortia in 1995, the resource center has assumed responsibility as the primary source of professional development for the over 550 ABLE practitioners in this region.

The resource center scheduled a comprehensive calendar (see attached) of 24 workshops and activities to help meet the diverse professional development needs of the region. Workshops reflected the needs of staff as stated on the individual professional development plans. In addition, the resource center co-sponsored 11 workshops that were initiated by seven individual programs in response to their specific needs. In addition, the resource center collaborated with the Ohio Family Literacy Statewide Initiative/Ohio Reads Early, the Governor's Community Service Council, and the Center for the Study and Development of Literacy and Language to sponsor the Family Literacy Conference that was held in Columbus, Ohio.

The resource center remained committed to building a lending library of relevant, professional materials and has continued to purchase and acquire additional material for the lending library during this past year. The primary focus of new materials was on family literacy. An up-dated copy of the bibliography was distributed in 1998.

The resource center is also an active participant in the statewide evaluation initiative as well as other statewide activities, professional development associations, and organizations.

Project Outcomes (Non-training Activities):

Please see the attached update for the special projects the resource center is coordinating for the Department of Education. This update gives the current status of the projects and recommendations for the next phase of these initiatives.

Project Outcomes (Training Activities):

Total participant attendance at resource center sponsored training activities was 718. In addition, the resource center paid $20,400.00 in participant stipends. The resource center provided over 900 hours of training to the region. Workshop ratings and comments help demonstrate the participants' reactions to the activities. Those ratings and comments were very encouraging and continue to help reassure the resource center staff that the focus of the training calendar was appropriate and responsive as well as giving valuable insight as to how we can continue to meet the needs of our region.

Participants also attended other training, workshops, state and national conferences, and college courses through the financial support of the resource center. The resource center sponsored 105 people for these various types of opportunities for a total cost of $13,200.00.

The Central/Southeast ABLE Resource Center was assigned two special projects by the Ohio Department of Education. One project focused on the basic skills certification and the other on standardized assessment comparability.

The Basic Skills Certification special project was affected by the EFF project and its emphasis on standards and measures. At a meeting with Michael Aronoff-Jones, Denise Pottmeyer, Mindy Fehrman, Gail Morgan, Jean Stephens, and Rick McIntosh, it was decided the state should not duplicate efforts in developing standards that may be used in the development of basic skills certificates.

The **Assessment** special project was affected by the State's decision not to transmit individual test scores. Since the original purpose of the project was to allow comparability of test scores, we have shifted the emphasis to focus on examining other standardized measures such as CASAS. A CASAS training was conducted in the fall and summer. These trainings included members of the Basic Skills Task Force and EFF pilots. These groups will pilot test CASAS instruments to see if they can be used as an acceptable measure for reporting on the APR. CASAS is also a possible instrument for the basic skills certification project.

Both of these projects will continue next program year under modified scope of work directives outlined in the new grant.

The following is a summary of the training events:

September 8, 1998 Family Literacy Day

The Family Literacy Day was the kick-off of the Appalachian Literacy Initiative. The Appalachian Literacy Initiative is a proactive, regional effort to increase awareness of the adult and family literacy needs of the twenty-nine Appalachian counties. Its goals include: increasing the awareness of family literacy needs, services and programs in this region; promote increased collaboration and partnership among providers of adult and family literacy education services; advocating for resources and additional literacy services where needed; addressing barriers to more effective delivery of literacy services; promoting a positive image and the true character of the people residing in the Ohio Appalachian region or who are products of the region; and establishing development and enrichment grants program for adult and family literacy providers in the region to help promote the goals of this initiative within their local communities. Presenters included Rick McIntosh of the Central/Southeast ABLE Resource Center; Brenda Strickland, a former GED student, and Ted Strickland, United States Congressman.

Forty-four people attended the four-hour session. Future sessions of the Appalachian Literacy Initiative are planned.

October 10, 1998 Basic Computer Training

This was a workshop that the resource center financially supported; it was sponsored by the Switzerland of Ohio Local Schools – ABLE Program. The purpose of this workshop was to familiarize the staff with computer hardware and software that was used in their particular ABLE program. Linda Josefczyk presented the workshop.

Twenty-four people attended this eight-hour session. This was a one-time workshop and probably will not be repeated in the future.

October 17, 1998 Understanding the Urban Appalachian

Understanding the Urban Appalachian was held to: increase the understanding and appreciation of the Appalachian culture; present practical teaching and instructional strategies for use in the adult education classroom; and to increases awareness of the resources and materials available for use in these classrooms. Michael Aronoff-Jones, of the Ohio Department of Education – ABLE office, and Carolyn Gross, of the Shawnee State University BASICS program presented it.

Sixteen people attended this six and a half-hour workshop. A copy of the summary of the evaluations is attached. Should the need be shown in professional development plans, this workshop might be repeated in the future.

October 23-24, 1998 New Teacher Training - Regional

The New Teacher Training is an annual event for new teachers in the region. At this training an overview of adult basic and literacy education is given. State and local requirements for ABLE programs and practitioners, as well as, discussion of state and federal laws governing ABLE and GED participation are reviewed. Practical ideas and strategies for success in the ABLE classroom are also covered. This training gives the beginning ABLE teacher a better understanding of their contribution and where they fit in the scheme of the entire adult basic and literacy education program. Rick McIntosh, of the Central/Southeast ABLE Resource Center; Michael Aronoff-Jones of the Ohio Department of Education – ABLE; Al Carrelli and Peggy Ketner of the Licking County ABLE program; as well as a panel of ABLE instructors participated in this two-day training.

Twenty-one people participated in the twelve-hour training. This is a yearly training and will continue to be held in the future.

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October 24, 1998 **New Teacher Training - Specific**

This New Teacher Training was requested by the Gallia-Jackson-Vinton VSD and NorthWest Local Schools – ABLE programs because of the number of new teachers they had acquired this year. The purpose of this teacher training was to review requirements specific to these two programs. Charley Flaig, the Director of the North West Local Schools ABLE program and Betty Finney, lead teacher, and Lili Roush of the Gallia-Jackson-Vinton VSD ABLE program presented the training.

Twenty-one people attended this seven-hour training. A summary of the evaluations is attached.

October 31, 1998 **Teaching Writing for the GED**

Rebecca Ohlinger, Co-Director of the Pickaway County ABLE program presented this workshop focusing on teaching strategies for getting students started in the writing process, teaching strategies for shaping student writing into essay form, and presenting ways of giving students a variety of writing topics that meet their needs.

Twenty people attended this six and a half-hour workshop. Please see the attached summary of the evaluations. All of Ms. Ohlinger's workshops are well received and we recommend this activity for future consideration.

November 7, 1998 **Basic Literacy Training – Part 1**

February 6, 1999 Basic Literacy Training – Part 2

This was a two-part workshop that was conducted by Jeff Fantine and Donna Albanese of the Columbus Literacy Council. The basic tenets of this workshop were to give ABLE instructors various hands-on approaches to teaching literacy to all levels of adults, but most particularly to adults with learning disabilities. Personal learning styles were reviewed and related to personal tutoring styles. A variety of materials were presented so that instructors could see how to utilize them in their classrooms. Literacy, what it means, the magnitude and effect of low literacy, the characteristics of adult learners and essential strategies in identifying and meeting learner goals were reviewed.

Fifteen people attended the first session, which lasted six and a half-hours, while eleven people attended the second six and a half-hour session. This workshop was well received and many people expressed an interest in attending; however, could not attend at this time. Based on that, future workshops will be scheduled. The summary of the first session's evaluations is attached.

November 6-7, 1998 **CASAS Testing**

This was the first of a series of trainings on giving the CASAS test for the entire state's ABLE programs. Twenty people attended this session, which in total lasted twelve hours.

December 5, 1998 **Rethinking Literacy Education**

Rick McIntosh, Director, Central/Southeast ABLE Resource Center presented this workshop. The objectives were: 1) to discuss Allan Quiqqley's book, "Rethinking Literacy Education," and examine how the issues presented in the book relate to the ABLE delivery system in Ohio; 2) to examine each individual's philosophy of adult education and its impact in their educational environment; and 3) to discuss possible changes in the ABLE delivery system.

Sixteen people attended this workshop, which lasted six and a half-hours. Please see the attached summary for evaluation comments.

January 23, 1999 **Conversations – Sondra Rebottini - Reading**

This was the first in a series of conversations with Ohio University faculty. Dr. Rebottini is a reading professor and addressed the current thoughts about the reading process; the differences between a non-reading child and a non-reading adult; the different levels of reading instruction; the functional reading levels of a reader, and the assessment and pinpointing of actual reading levels.

Nine people attended this first conversations session, which lasted five hours.

February 6, 1999 Family Literacy

This was another workshop that the Gallia-Jackson-Vinton VSD ABLE program requested financial support from the resource center.

Thirty-three people attended this workshop, which lasted six hours.

February 18-19, 1999 Family Literacy Conference

The Central/Southeast ABLE Resource Center co-sponsored this conference in cooperation with the Ohio Family Literacy Statewide Initiative/Ohio Reads Early, the Center for the Study and Development of Literacy and Language at Ohio University, and the Governor's Community Service Council. Different sessions were presented. Please see the attached copy of the Conference Brochure for sessions and presenters.

Ninety-eight people from state ABLE programs attended this fourteen-hour conference. A summary of the evaluations is also attached.

February 27, 1999 Conversations – Diane Gut – Sp. Ed.

This was the second in the conversations with Ohio University faculty series. Dr. Gut reviewed social skills, social competence and peer relationship. Subtypes of individuals with social cognition disabilities were reviewed. Assessment and interventions was also discussed. Characteristics of popular individuals as well as friendship building were also addressed.

Six people attended this section in the series, which lasted five hours. A summary of the evaluations is attached.

February 27, 1999 Basic Writing

Rebecca Ohlinger, of the Pickaway County ABLE program again presented this workshop which reviewed punctuation as an aid to reading comprehension instead of a list of rules. Other basic writing skills and how they could be related to the content areas of the GED were also reviewed. Participants were encouraged to develop new ways of teaching writing skills to both groups and individuals.

Twelve people attended this seven-hour workshop. Again, Ms. Ohlinger's workshop was well received and will probably be used in up coming years. Please see a copy of the attached evaluation summary for specific comments.

March 6, 1999 Spring Directors' Meeting

This year the format for Directors' meetings changed. Instead of having two state-wide directors' meetings, the spring meeting was designated as a regional directors' meeting. Presenters included Jim Bowling and Michael Aronoff-Jones, from the Ohio Department of Education – ABLE; Bill Wright from Wright Creative; Tony McManus from the State GED office, as well as other regional directors. Topics included up-dates on the status of future funding for ABLE programs, a review of the new grant application for programs, an up-date on the status of GED testing and test scores, and possible marketing strategies for individual programs.

Forty-eight people attended this thirteen-hour meeting and seemed to like the new format. Based on verbal comments from the attendees, it is likely that this new format will be used in the up-coming program year.

March 13, 1999 English as a Second Language

The objectives of this workshop were: 1) to demonstrate how the use of music can enhance second language acquisition in a non-threatening and unselfconscious manner; 2) to show how resources already known to learners can enable them to grow in learning English; 3) to introduce a classroom method which involves all language learners at the same time in learning skills; and 4) to familiarize participants with new materials for ESL instruction. Rody Dilenschneider, Joyce Geary, Dorothy Juelich, and Jill Kramer, all staff members with the Columbus Literacy Council presented the workshop.

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Thirty-one people attended this seven-hour workshop.

March 13, 1999 Conversations – Steve Howard - Sociology

This was the last in a series of conversations with Ohio University faculty. Dr. Howard addressed the impact of cultural diversity in the adult education classroom.

Five people attended this three-hour session. Due to lack of interest, this series will probably not be run again in the future.

March 13, 1999 TABE Evaluation

This workshop was specifically requested for the staff of the Edison Local and Steubenville City Schools ABLE programs. Patti Bilyeu reviewed TABE testing and evaluation means and methods. Scoring and tabulating the TABE tests was also reviewed.

Twenty-two people attended this three and a half-hour workshop. Based on the attitude of the instructors, it is unlikely that this workshop will need to be repeated in the future.

March 27, 1999 Basic Literacy Training – Part 1

April 24, 1999 Basic Literacy Training – Part 2

This workshop was a repeat of the November 7, 1998 and February 6, 1999 workshop series. The same objectives were covered. The Delaware ABLE program specifically requested this workshop, because most of their staff could not attend the first series due to scheduling conflicts.

Twenty-one people attended the first session, with sixteen people returning for the second session. Again, because of the positive response to this workshop, it will be continue to be offered in the future. A summary of both session's evaluations are attached.

April 10, 1999 Stress Management

Donna Tromski, M.Ed., LPCC, conducted this workshop on Stress Management. She had participants assess their current stress level through several measurement tools. Participants were taught, through small-group discussion, to identify and prioritize specific current stressors in their life. Using a structured relaxation exercise, participants experienced a method for building relaxation into their lives. Participants created individual stress management and wellness plans and gained materials to share with their adult learners in their classrooms.

Thirteen people attended this seven-hour workshop. A summary from the evaluations of this workshop is attached. Should future IPDP's show a need for this workshop, it will be most likely be repeated.

April 23, 1999 The Writing Process

The Meigs County ABLE program requested this workshop. Carol Brewer reviewed the steps of the writing process, expository and persuasive writing, and gave opportunities to the participants in practicing writing.

Seven people attended this six-hour workshop. Because it was a special request by a specific program, it will not be held again in the future.

May 8, 1999 Mental Disorders/Substance Abuse

This workshop was presented by Fran Steigerwald, M.Ed. P.C., Professional Mental Health Counselor. Her objectives were: 1) participants will be able to understand and acknowledge the symptoms of mental illness and substance abuse; 2) participants will develop a deeper awareness of their personal reactions to persons with mental illness and substance abuse issues; and 3) participants will learn some ways to effectively communicate and work with these populations, as well as, learning proficiencies in dealing with a crisis and ways to help resolve it.

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Eight people attended this seven and a half-hour workshop. Should IPDP's in the future show a need for this workshop, it will most likely be held again. A summary for this workshop is also attached.

May 21, 1999 **CASAS Training**
This was the second in a series of trainings for the entire state's ABLE practitioners in giving the CASAS test. Fourteen people attended this seven-hour session.

June 4, 1999 **Adult English as a Second Language**
This workshop was another special request for a specific ABLE program. Dr. Abdinur Mohamud, of the Ohio Department of Education – Student Development Division, Lau Resource Center, gave a video presentation and speech informing the Columbus Public Schools ABLE instructors of the cultural differences of the 100 plus Solmoian adult learners that have come into their classrooms in the past six months.

Thirty-one people attended this five-hour workshop. Because it was a need of a specific program, this workshop will most likely not be repeated in the future.

July 12-13, 1999 **CASAS Test Training**
This training was the third and last of a series of CASAS Test training for this year. Forty-three people attended this two-day session, which lasted ten-hours. The CASAS training will be reviewed after this program year and based on recommendations at that point might or might not be scheduled again in the future.

August 13-14, 1999 **Basic Literacy Training**
This was the third time this year that this workshop was given. Please refer to the November, 1998/February, 1999 session for presenters and objectives. The basic difference in this workshop was that it was conducted over a two-day period instead of several months. Most participants stated that though the workshop was worthwhile, there was just too much information to be absorbed in this manner.

Forty-one people attended this fifteen-hour workshop. The registration response for this workshop was so overwhelming that another section will be scheduled at the beginning of next program year to accommodate all of the registrants.

August 17, 1999 **Basic/Beginning Literacy**
This workshop was specifically requested for Columbus Public Schools. Beginning and basic literacy issues were covered with their staff.

Nine people attended this workshop. Please see the attached summary of the evaluations. Because it was a specific request, it is unlikely that it will be repeated in the future.

August 26, 1999 **Using Access with ABLE Link**
Margrete Epstein and Chris Fullerton of the Ohio Literacy Resource Center held this workshop to review the basics of using Microsoft Access. Entering data into the ABLE Link program, as well as working within the software was also reviewed.

Thirty people attended this six-hour workshop. An evaluation summary is attached. This workshop will most likely be held again during the next program year.

Impact of Project (other than outcomes stated in II and III):

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In addition to the outcomes discussed previously, the resource center believes there are three additional impacts as a result of the leadership of the center staff and synergy of our active advisory board. Those are:

1.) Increased communication and interaction between program administrators and their colleagues as well as increased peer interaction among instructors and practitioners. These interactions are a direct result of the regional meetings and activities held for program administrators and a regional approach to professional development activities. These allowed participants to move beyond the boundaries of their programs or consortia to identify with peers whom they may not have had the opportunity to meet. There is great value in breaking the sometimes stale atmosphere of the familiar and routine encouraging professionals to learn from people outside their program.

2.) Increased participation in the future of our profession through advocacy and information sharing with key decision-makers. This region has been exceptional in this role on the local, state, and national levels. The resource center has facilitated participation through our meetings and communication.

3.) A resurgence in leadership and participation throughout the state by practitioners from the region. Practitioners have become more active with the Ohio Literacy Network (OLN) and the Ohio Association for Adult and Continuing Education (OAACE).

Products Developed (if Applicable):

Copies of all handouts from the resource center trainings are available. Also, a Basic Literacy Training Manual was developed for the basic literacy training conducted by Jeff Fantine and Donna Albanese.

Copies of the resource center's three monthly newsletters are included with this report.

Project Continuation and/or Future Implications:

The resource center plans to continue a comprehensive calendar of training activities with similar and expanding foci this program year. The staff members strongly believe we are on the right course on our mission and look forward to another successful year implementing the special projects we have been assigned by the Department of Education. The resource center is collaborating with other Ohio University programs and departments to offer additional resources and services to the region.

This past August, the resource center redesigned our current website. It houses online resources and up-to-date information about the needs of practitioners throughout the region. In addition, there is an online conference center at the website that will allow online meetings and discussions to occur. The address for the center's website is http://www.able-ohiou.org. We believe there is great potential for distance learning and computer/web based training that needs to be explored and expanded, and the resource center is being more proactive in this area.

Online computer training on the various Microsoft Office applications is scheduled to begin in September 1999. This online resource is being sponsored by the four regional resource centers and the OLRC.

Conclusions/Recommendations:

The resource center appreciates the leadership of Michael Aronoff-Jones and Jim Bowling from the Ohio Department of Education. In addition, the leadership and commitment of the resource center's Advisory Board is to be commended. The following individuals are invaluable leaders, not only in our region, but also throughout Ohio:

- Mindy Fehrman, CORC Coshocton
- Charley Flaig, North West Local Schools
- Carolyn Gross, Shawnee State University – BASICS
- Linda Josefczyk, Switzerland of Ohio School District
- Mary kern, Marietta City Schools
- Linda Luca, Mid-East Ohio VSD
- Alayne Michaelis, Licking County ABLE
- Gail Morgan, South Western City Schools
- Jim Ries, Columbus Public Schools
- Lili Roush, Gallia-Jackson-Vinton VSD

Also, the practitioners of the region are recognized for their patience and guidance. They adjusted quickly and professionally to the changes in professional development in our region. Their positive feedback and constructive assistance continue to help in our delivery of responsive professional development.

Additional Comments:

This year, the resource center grant was administered by Dr. Ralph Martin. The resource center has released its activity calendar for the 1999/00 program year. In response to the requests of practitioners in the field, many of the same workshops and activities are being offered this year. Computer training, instructional strategies and personal development activities are all available. The resource center is also in a position to add additional professional development opportunities should the need arise.

SOUTHWEST OHIO
INDIVIDUAL AND CONSORTIA PROJECTS

The Southwest Ohio staff development consortia are an extension of the Southwest ABLE Regional Resource Center. Several years ago, when the regional centers were established, each region was convened to make decisions about the professional development system that would work best for that particular region. Prior to the regional centers, local staff development consortia provided the means for identifying and implementing needed training.

The Southwest region of the state felt that maintaining both systems would provide for the best model of delivering training. The individual and consortia projects would retain fiscal responsibility for stipends and reimbursements to qualifying personnel, and they would take responsibility to work with the center to develop and facilitate training activities at the local program level. The SW ABLE Resource Center provides for the broader training needs identified as regional, state and national priorities.

The financial support for the consortia is part of the larger allocation to the Southwest region. ODE works with the staff development leaders and the SW ABLE Resource Center to determine the allocations to the local projects. During this project period, the allocation to the Individual and Consortia projects totaled $80,000.

Grant Recipient: Cincinnati Public Schools

Grant Allocation: $14,738.00

Contact:
Robbie Thomas
Queen City Vocational Center
425 Ezzard Charles Drive
Cincinnati, Ohio 45203
(513) 977-8071

Programs Participating: Cincinnati Public Schools

Purpose: To provide professional development opportunities to meet the needs indicated by staff, information obtained from the ABLE Program Needs Analysis, recommendations based on the Official Program visit by the Ohio Department of Education, and input from the ABLE Steering Committee and Advisory Committee.

Objectives:

1. Workshop to help teachers learn management strategies that facilitate group learning.
2. Workshop to help teachers with legal issues involved with the evaluation, referral, and documentation of student support need.
3. Allow two program representatives to attend the AAACE conference to report to the program on current issues and information regarding adult education.
4. Individual activity requests will address the needs of new teacher training and allow teachers to select activities to address their Individual Professional Development Plans.

Activities:

- Math Kick-off
- Ohio Literacy Network Conference
- ESL Summit
- Grouping/Management Strategies
- AAACE Conference
- Computer Training
- ADA and Support Services Workshop
- Gateway Reading
- Internet Workshop
- Equipped for the Future

One-Stop Connectivity
Skills Bank Training
Leadership Development Institute
Family Literacy Conference
COABE Conference
National Reporting System
Training for New Teachers
Serving as Mentors
OAACE Conference

Total Hours of Staff Development: 183

Total Number of Participants: 272

Dayton Public Schools

Grant Recipient: Dayton Public Schools

Grant Allocation: $7,250.00

Contact:
Joyce G. Dent
Longfellow Center
245 Salem Ave.
Dayton, Ohio 45406
(937) 223-8230

Programs Participating: Dayton Public Schools

Purpose: The review of the Individual Professional Development Plans made apparent the need to focus on activities featuring SCANS Foundation Skills/Equipped for the Future, Computer/GED training, Contextual Learning Styles, Multi-Level/Small Group Instruction, and Employability and Life Skills training. Most important, is our focus on establishing effective retention strategies the teachers will utilize.

Objectives:

1. To provide the opportunity for staff training to enhance professional growth in the areas most requested by the staff.
2. To provide training for the staff that will strengthen the curriculum and lead to greater student retention.

Activities:

- Inexpensive Software Acquisition for the ABLE Classroom
- The Three R's for ABLE
- Newspapers in the Classroom I and II
- Oh! Won't You Stay! (Student Retention)
- Managing Stress, Preventing Burnout
- Financial Planning
- Technical Training
- Teaching that Maximizes Learning I and II
- Connecting Families Through Reading
- Using Technology for Teaching & Learning

Early Childhood Education Conf.
New Teacher Orientation
Help Me Work it Out! (Even Start)
Family Literacy Training
Going the Write Way
Adult Multiple Intelligence
Family Math Workshop
Help me Grow Healthy & Safe
Equipped for the Future
Life Skills/Orientation Planning

Total Hours of Staff Development: 160.5

Total Number of Participants: 74.5

Hamilton/Clermont/Butler/Warren Counties Consortium

Grant Recipient:	Great Oaks Institute of Technology and Career Development
Grant Allocation:	$28,210.00
Contact:	Arthur P. Ftacnik 3254 East Kemper Road Cincinnati, Ohio 45241 (513) 771-8925
Programs Participating:	Clermont County Educational Service Center, Cincinnati Union Bethel, East End Adult Education Center, Great Oaks ITCD, Hamilton City Schools, Jewish Family Service, Jewish Vocational Service, Middletown/Monroe City School District, Norwood City Schools, Princeton City Schools, Southwest Local Schools, Urban Appalachian Council, Warren County Career Center, YWCA of Cincinnati
Purpose:	To design a staff development program to fill the needs of all programs participating in the consortium. Training scheduled by the SW ABLE Resource Center will meet the majority of the requests. To meet very specific, individual needs, a proposal to do a self-directed professional development program may be filed with the consortium leader. Where local interest is high and participation is expected to be good, programs are encouraged to present the training locally. When a number of requests for specific training has been made from staff throughout the region, the Resource Center will offer the training.

Objectives:

To provide staff training needs centered on the following:

- Assisting low level readers more effectively
- Applying technology for more effective instruction
- Providing training in proven retention strategies
- Facilitating professional growth through presentations of best ABLE classroom practices
- Improving ESOL teaching strategies by including applications of English usage from daily life
- Improving delivery of job acquisition and job retention skills

Activities:

- Rules and "Wreckords"
- Employability Skills Level I
- Recognizing Abuse, Mental Health, etc.
- Dollars and Sense in Classroom and Beyond
- Career Portfolios
- Best Practices

Equipped for the Future
Ohio Council for Social Studies
National Community Ed. Seminar
TESOL Conference
National Council of Teachers of Math
Individual Activity Requests

Total Hours of Staff Development: 109

Total Number of Participants: 192

London Consortium

Grant Recipient:	Springfield City Schools
Grant Allocation:	$11,999.00
Contact:	Kelly Wiggins 50 East McCreight Avenue Springfield, Ohio 45504 (937) 342-4130
Programs Participating:	Central Ohio JVS, Clark County Literacy Coalition, Greene County Career Center, London City Schools, Miami Trace Local Schools, Springfield City Schools, and Springfield-Clark County JVS
Purpose:	The goal of this project is to provide a means for planned in-service activities as a part of the staff development process in which our consortium staff engage.

Objectives:

1. To train volunteer tutors to assist lower level adult learners in the classroom. This is a Federal priority and will be addressed by Greene County Career Center through a local program request.
2. To provide an opportunity for sharing of best practices and networking among ABLE/GED/ESL staff. This is a state goal and will be addressed by the London Consortium.
3. To train ABLE staff to become more computer literate to better assist ABLE students with enhancing their own computer skills. This relates to the state priority of providing workforce education services and will be addressed by the SW ABLE Regional Resource Center and state training opportunities.
4. To provide information to ABLE/GED/ESL staff about Equipped for the Future concepts so that they can begin to utilize methods of instruction and documentation of such skills. This addresses several state goals. Regional trainings will be offered through the Resource Centers in the spring of 1999.
5. To provide more information to our local staffs on family literacy efforts throughout the state. This is a state priority and will be addressed by the ABLE Regional Resource Centers and state training opportunities.
6. To allow individual staff members to attend staff development activities of great interest to them.

Activities:

- "Potluck in the Park" – Best Practices
- Understanding Your Learning Disabled Student

Volunteer Tutor Training
Individual Activities – varied

Total Hours of Staff Development:	511
Total Number of Participants:	93

Montgomery County Consortium

Grant Recipient: Miami Valley Career Technology Center

Grant Allocation: $10.652.00

Contact:
Amy Leedy
6800 Hoke Road
Clayton. Ohio 45315
(937) 854-6051

Programs Participating: Greenville City Schools. Jewish Federation of Greater Dayton. Jewish Vocational Service. Kettering Adult School. Miami Valley Career Technology Center. Miami Valley Literacy Council. Sinclair Community College

Purpose: To provide professional development opportunities that address the diverse needs of the Montgomery County Consortium members.

Objectives:

1. ABLE staff will participate in training offered by the Southwest ABLE Resource Center.
2. Instructors will visit in other consortium programs after identifying one of the State and Federal priorities through and individual request form.
3. Staff members will participate in activities that improve retention and more effectively incorporate the Indicators of Program Quality.
4. ABLE ESL staff will continue to evaluate and refine the delivery system for limited English proficiency.
5. Staff members will share information and techniques gained at conferences with members of the Southwest ABLE Advisory Committee and Project READ.
6. The Montgomery County Consortium staff members will participate in an activity featuring "Best Practices."

Activities:

- Best Practices
- Individual Activities – varied
- New Teacher Training
- LVA National Convention

TESOL Conference
Indicators of Program Quality
OAACE Conference
Improving Tracking and Student Progress

Total Hours of Staff Development: 84

Total Number of Participants: 132

Southwest Appalachian Consortium

Grant Recipient: Southern State Community College

Grant Allocation: $7,151.00

Contact: Karyn J. Evans
100 Hobart Drive
Hillsboro, Ohio 43133
(937) 393-3431 ext. 2689

Programs Participating: Southern Hills JVSD, Southern State Community College

Purpose: To provide a means for planned activities to meet the professional development needs of all consortium members.

Objectives:

1. To meet as a consortium for the purpose of having informal discussions and sharing best practices.
2. To increase awareness and improve strategies in the area of learning/teaching styles.
3. To improve techniques for teaching/tutoring literacy students.
4. To increase awareness and improve strategies in the area of life skills.
5. To enhance computer literacy and technology understanding, including the IMS system (ABLELink).
6. To meet objectives in the Individualized Professional Development Plans and to enhance training.
7. To broaden perspectives on ABLE delivery.
8. To increase Internet literacy for classroom use.
9. To increase math skills to benefit adult learners.
10. To gain exposure to a variety of software for the classroom.
11. To fully utilize the IMS reporting system.
12. To network with all county staff where SHJVS has sites.
13. To increase quality and quantity of Public Relations.
14. To provide better quality childcare (babysitting) services.
15. To expand knowledge about ERIC for literature.

Activities:

- Fall Sharing - Collaboration
- Literacy Tutor Training
- Resource Center Activities
- Individual Activities – varied

Spring Forum – Teaching/Learning Styles
Computer Skills
State and National Conferences

Total Hours of Staff Development: 27+

Total Number of Participants: 77

Special Demonstration Projects

During the 1998-99 program year, the Ohio Department of Education awarded fourteen Special Demonstration grants. Twelve of these grants are in the area of Adult Literacy Planning and Coordination. These funds support local planning efforts of partners serving adult learners who are their common customers. These projects have included literacy coalitions, One-Stops, Common Good Linkage Teams, and family literacy planning groups.

Other topics addressed through these projects include statewide technology support, evaluation, learning disabilities, GED on TV, marketing, and collaboration.

Federal funds in the amount of $740,458 supported these special projects.

Evaluation Design Project

Grant Recipient: The Ohio State University

Grant Allocation: $120,000

Project Period: September 1, 1998- August 31, 1999

Project Director:
Susan Imel
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210

Contact:
Cynthia J. Zengler
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210

Project Description/Purpose:

The purpose of the ABLE Program Evaluation Design Project is to design an evaluation system that provides data for Ohio's Adult Basic and Literacy Education (ABLE) delivery system. The resulting evaluation system will include a process for the collection, management, and analysis of information submitted by local programs to the ODE ABLE Program office. State and local staff can use the information to identify, develop, and implement improvements in program services and to plan for continued improvement of program performance. The data also will be used to characterize the demography of the programs and their communities. Whether the data are used in formative or summative evaluation, the system provides a means for ABLE programs to effectively document and measure their success at the local, state, and national levels.

Susan Imel served as Principal Investigator and Project Director. She provided leadership to the project staff and participates in national, regional, state, and local ABLE activities as needed. Cynthia Zengler, Project Manager, interacted with the ABLE professionals throughout Ohio, managed the daily activities for the project, attended national, regional, state, and local ABLE activities as requested, and provided technical assistance to the ODE ABLE state leadership. Lynn Reese as Project Associate wrote and edited materials, including reports and the Resource Guide, participated on the special project committees, and attended national, regional, state, and local ABLE activities as needed. Mary LaBelle provided administrative and clerical support in the form of processing forms and editing reports.

Project Outcomes:

The Evaluation Project team members completed several objectives resulting in the following outcomes:

Evaluation System Framework

A framework of ABLE's delivery and evaluation services was prepared which highlighted the interconnectedness of the APR, the Indicators of Program Quality, and program reviews. The framework focuses attention on how performance in ABLE programs is documented and how quality is maintained.

Strategic Planning

The Evaluation team participated in strategic planning sessions with ODE staff by providing input and technical assistance as requested.

Regional Discussion Groups

The Evaluation team provided assistance in the organization of the regional discussion groups and acted as facilitators for the discussion. Comments from the discussions were compiled by the team and presented in a report to the ODE ABLE staff. The results were used to complete the transitional state plan.

Advisory Committee

An advisory committee was created to serve as a resource for the Evaluation Project. The membership is representative of the diversity of ABLE programs. During the four meetings held within the grant year, the committee provided the Evaluation team with insight into the needs of local programs and their perceptions of the impact of accountability and performance evaluation methods.

Customer Satisfaction Survey

A survey was created based on directions from the Strand, a division of the Ohio Department of Education. As a member of the Strand, ABLE was involved. The Evaluation team compiled the responses and prepared a statistical analysis of the data that was presented in a report to the director of the Strand.

Grant Review Process

The Evaluation team provided technical assistance to the ODE ABLE staff in preparing the FY00 RFP. The project also assisted in determining the process for review and, based on ODE ABLE staff decisions, revised the grant readers' manual.

Indicators of Program Quality Resource Guide

In response to a request to provide ODE ABLE staff and local program directors with a tool for continued implementation of the Indicators of Program Quality, Project staff produced a resource guide. The guide contains effective practices collected from local ABLE programs, current adult literature, and other ABLE program throughout the country. The guide serves as a resource for programs to expand the use of the Indicators to improve program performance.

Special Projects

The Evaluation team continued to participate in the Resource Center Network, the Workplace, Retention, Assessment, and ESL special projects. Participation included

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attending meetings, training, reviewing documents, and providing assistance as requested.

Impact:

The Evaluation System Framework identified the interdependent nature of the major components (APR, Indicators of Program Quality, and Program Reviews) of the ABLE system and thus provided a focus for evaluating the implementation of and accountability for the components at the state and local levels. Participation in the regional discussion groups and strategic planning helped the project team gauge how local programs view the connections between accountability and program performance. Those insights helped guide the development of the Indicators of Program Quality Resource Guide and the revision of the grant process. Additionally, each of the reports prepared by the project was used by the ODE ABLE State office in planning and implementing program activities. Finally, a working advisory committee with representatives from a variety of ABLE program types served as the voice for both the students who receive ABLE services and the ABLE staff who provide them.

Product or Training Developed:

Evaluation Framework Graphic
The framework was used in a presentation to the project's advisory committee and was incorporated into the presentations done at the regional directors' meetings done by Jim Bowling, state ABLE director.

1998 Directors' Meeting Report
The report contained results of the evaluation forms completed by the attendees of the Directors' meeting and was given to the ODE ABLE State staff for their use.

Regional Discussion Groups Report
The report from the discussion groups was a compilation of responses from group participants. The team provided the report to the ODE ABLE State staff and members of the Resource Center Network.

Customer Satisfaction Survey Report
The results of the survey were provided to the Strand Director, Robert Sommers.

Indicators of Program Quality Resource Guide
The guide is available to the ODE ABLE staff and local program directors.

Products are Available From:
Ohio Department of Education
Adult Basic and Literacy Education
ATTN: Michael Aronoff-Jones
933 High Street, Suite 210
Worthington, OH 43085-4046

Project Continuation and/or Future Implications:

The Evaluation Design Project will continue in the development of a comprehensive evaluation system that addresses the performance measures and the implementation of Ohio's Indicators of Program Quality. The project will focus on completing the design phase for collecting and using local program information. Administrative structures will be reviewed and redesigned based on the elements identified in the Evaluation System Framework. Emphasis will also be placed on developing a system for evaluating special projects. An advisory committee will continue to provide guidance to the project team regarding its evaluation design efforts. Finallv, the project will offer ongoing technical assistance to the ABLE State office and field as needed.

Conclusions/Recommendations:

The ODE ABLE Evaluation Design Project was charged with providing a consistent and comprehensive system for collecting data that describes and measures the impact of Ohio's ABLE system on students and the local, state, and national communities. The actions taken during this grant year and the resulting products have brought further development of that system. As the focus of the evaluation project extends to administrative structures within the ABLE system, changes and adjustments can be anticipated in this dynamic, design process.

Additional Comments:

Requests for assistance by the ODE ABLE State office throughout the grant year resulted in some objectives not being met. Negotiations between the project's principal investigator and the ABLE State director regarding tasks that could be reprioritized during this grant year were successfully completed. Objectives still needing attention appear in the FY00 Scope of Work as agreed upon by ODE ABLE and the project team members.

For the Common Good

Grant Recipient: The Ohio State University Research Foundation

Grant Allocation: $12,000 plus $24,530 carryover from FY98

Project Period: September 1, 1998 through August 31, 1999

Project Director: Susan Imel
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-8606

Project Description/Purpose:

The activities during this period of the "For the Common Good" project were designed to accomplish a number of goals and objectives as described below.

1. **To provide support for local Common Good teams that have been established through the Common Good Institutes held in April 1990, October 1991, October 1993, May 1995, and December 1997.**

   The project engaged in the following activities to provide support for the Common Good Local Linkage Teams. (Note: Also see activities under 3. To develop marketing and publicity materials for the "For the Common Good Project.")

   - Updated the Local Linkage Team (LLT) Leader Roster
   - Prepared comprehensive list of LLT members
   - Prepared mailing list of LLT members

2. **To plan and implement an activity for state staff from agencies represented on the Common Good State Team.**

   On March 12, 1999, the Common Good State Team collaborated with the Ohio Board of Regents to cosponsor an event with John Chamberlin. Titled, "Understanding the Workforce Investment Act: A Day with John Chamberlin," the purpose of the day was to provide Ohio agency personnel assistance with implementing the WIA. The project provided support for this activity by securing the program location, developing and disseminating the registration information, handling the registration process and providing written confirmation to participants, preparing name tags and a list of participants, managing registration onsite, arranging for catering service, and preparing an evaluation and analyzing the results.

3. **To provide support for the "For the Common Good" project state team.**

The project provided support for the "For the Common Good" project State Team by project staff attending monthly meetings to ensure collaboration between the State Team and the project activities. Project staff also prepared agendas and background materials for the meeting, and updated the State Team Roster, as needed. Beginning in January 1999, the State Team engaged in strategic planning for several meetings, including those held on January 15, February 5, June 15, and August 31, 1999. All strategic planning sessions were four hours in length. Following the second strategic planning session, the staff updated the strategic plan draft and forwarded it to the Ohio Literacy Resource Center (OLRC) where it was posted on the CG website. A copy of the draft plan is attached.

4. **To develop marketing and publicity materials for the "For the Common Good" project.**

Through the development of marketing and publicity materials, the project also provided ongoing support for the LLTs (outcome number 1). The following activities were conducted in this area:

- Updated the basic Common Good Fact Sheet. (Copy attached.)
- Developed and disseminated three (3) issues of ***In Common***, the Common Good newsletter. (Copies attached)
- Provided material for updating the Common Good website, housed at the Ohio Literacy Resource Center, Kent State University. All materials were sent for posting on the site and also, the Common Good State Team roster was updated periodically. (URL: http://literacy.kent.edu/CommonGood/)

5. **To analyze the critical elements of successful local linkage teams by completing case studies on four (4) local Common Good teams.**

During the summer of 1999, the Common Good project staff conducted case studies of five (5) local Common Good teams. Although the proposal called for studies of four teams, the State Team and project staff felt that including five teams would provide a better range of information about the experience of teams in forming and sustaining successful collaborations. The purpose of the case studies was to identify elements that contribute to interagency collaboration at the local level. The report of the case studies is attached.

6. **Provide quarterly and final project reports to ODE and any other stakeholder groups, as requested**

The project submitted three reports as follows: a semi-annual report covering the period September 31, 1998 through February 28, 1999, an interim progress report, and a quarterly report covering March 1, 1999 through May 31, 1999. As requested, the project also provided information to other groups and State Team members.

The following key staff were involved in conducting the project activities: Susan Imel, who served as project director, and Cynthia Zengler, who participated in planning and conducting the case studies of local linkage teams. Susan was responsible for planning and implementing State Team meetings, coordinating the March 12, 1999 event, and conducting and writing the case study reports. She also planned and managed the development of the three issues of the newsletter and coordinated the update of the fact sheet. Cynthia Zengler participated in the visits to teams and developed the case study section of the final report.

Project Outcomes:

A number of very positive outcomes occurred as a result of the activities described above. Through the goal of providing ongoing support to the Common Good Linkage teams at the local level, the project was able to develop and disseminate some tangible products, including the newsletter, In ***Common***, and the updated fact sheet. The website was also updated regularly and served as a source of information about the project. A mailing list of over 500 local linkage team members received each copy of the newsletter. In addition, another 250 copies were sent to State Team members for distribution within their agencies and all state directors of adult education received copies of the second and third issues. One thousand copies of each issue of ***In Common*** were printed and approximately 900 copies of each issue were disseminated; 500 copies of the fact sheet were printed and disseminated.

The training activity, "Understanding the Workforce Investment Act: A Day with John Chamberlin," was very successful. Over 200 individuals from state and local agencies throughout Ohio participated in the event that was held at the Ohio Historical Society. Of the 97 participants returning meeting evaluation forms, 41% indicated that compared to similar meetings, the event was "one of the best I have attended," with another 43% rating it "better than average." Also, 73% rated the speaker, John Chamberlin, "excellent." The event was also successful in that it exemplified the principles of the Common Good project. The Ohio Board of Regents cosponsored it, and individuals from a number of different state and local agencies and organizations participated.

State Team meetings have provided state agency personnel the opportunity to participate in a project that encourages and sustains collaboration at both the state and local level. Members of the state team have used State Team meetings as an opportunity to communicate about the many changes that are occurring at the state level as a result of WIA implementation.

The attached report of the case studies of local teams contains complete information about the outcome of that activity.

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Impact:

The impact of the For the Common Good Project has been documented over the years through a number of activities, including follow-up surveys. All activities during the current period were designed to continue the overall project goal of facilitating inter- and interagency collaboration at the state and local level. Specific impact information that is attached to the report includes the compilation of the evaluation of "Understanding the Workforce Investment Act" (the state staff activity) and the case study report. Conducting case studies of five local linkage teams provided a unique opportunity to understand and analyze how teams are managing and sustaining their collaborative linkages at the local level. Some teams have made remarkable progress in creating local linkages that are having an impact on the lives of individuals in their communities–their common customers. Others have stalled because of one-stop implementation. The impact of the additional activities, related to providing support for the Common Good Local Linkage Teams, is more difficult to gauge. However, communication with teams has continued throughout the year as a result of these activities as well as one conducted under the 8% funding. (The Additional Comments section contains information on this event.) Each issue of the newsletter has featured one or more of the local linkage teams and provided examples of what teams are doing to facilitate interagency collaboration at the local level. Members of teams have also expressed their appreciation to the State Team and the project for providing ongoing support for their efforts.

Product or Training Developed:

Products that were developed include three issues of a newsletter, an updated fact sheet, and a case study report. Copies of all are attached and may also be viewed at the website: http://literacy.kent.edu/CommonGood/.

Products are Available From:

The website and Susan Imel, Common Good Project Director, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090.

Project Continuation and/or Future Implications:

The project is continuing with similar activities. Collaboration among local agencies is now more important than ever. Conducting the case studies revealed that local Common Good teams have integrated into the one-stop centers in their areas to varying degrees. The local linkage teams continue to need ongoing support for interagency collaboration from a neutral party, such as the Common Good State Team. This support will continue to be provided in the form of newsletters and fact sheets that will continue to keep them informed about events, resources, and strategies. In addition, an event for local common good teams will be planned and conducted with the goal of providing support for continuing collaboration.

Conclusions/Recommendations:

Recommendations include the following:

- Continue to provide support for the existing local teams
- Consider sponsoring an activity that will foster the development of new teams as well as support existing teams
- Continue activities that encourage interagency collaboration among state staff

Additional Comments:

The activities here represent only one part of the For the Common Good project activities during the current funding period. JTPA 8% coordination funds provided an additional Common Good activity: A Day at Camp Mary Orton. The event was held on May 7, 1999 at Camp Mary Orton. Nearly 60 individuals representing five local teams, the OBES WIA team, the CCC Quilter Camp, and the State Team participated in the event. One outcome was the organization of a new team that is being coordinated by the CCC Quilter Camp.

It was another very active year for the For the Common Good project. Because of the many activities, one issue of the newsletter and three fact sheets were not developed. The funds for that portion of the project are being carried over to the next year, when these products will be developed and disseminated.

Information Management System and Equipped for the Future Projects

Grant Recipient:	Ohio Literacy Resource Center, Kent State University
Grant Allocation:	$188,000
Project Period:	September 1, 1998 – September 30, 1999
Project Director:	Nancy D. Padak Kent State University 402 White Hall PO Box 5190 Kent, OH 44242-0001 800-765-2897

Project Description/Purpose:

Information Management System (IMS): The goal of the IMS project was to complete Phase I of the IMS (ABLELink) and to develop further components and processes that will enhance the system's capacity as well as collect new data and develop new reporting documents.

Equipped for the Future (EFF): Funding was provided for eight (8) local pilot programs to expand the use of Equipped for the Future instructional model in Ohio. The project goal was to implement the use of EFF in local programs, to develop examples of the use of the EFF framework in a variety of program types and classroom situations, and to develop a core of teachers and administrators who can assist as mentors/trainers for future expansion of EFF.

Project Outcomes:

Information Management System (IMS): As is to be expected during a pilot year, the ABLELink program continues to have bugs that need to be worked through. For reasons most likely related to the use of an older development platform, a number of programs experienced index file corruption which left the data intact, but required programs to send the data to the OLRC for repair. This problem should be alleviated with the FY2000 Access migration.

ABLE programs using Macintosh as their operating system continued to have problems related to the Fox Pro 3.0 development environment. As a result, in anticipation of the migration to Microsoft Access, all programs with Macs were provided with a copy of Virtual PC, a software program that allows Windows 95/98 to be run on a Macintosh. Macintosh-using programs were then given the PC version of ABLELink to finish up the fiscal year and will be able to run the Access version for fiscal 2000.

Although reducing in number since the beginning of this project, the following situations continue to pose problems within programs: older hardware, lack of basic computer skills, and staff turnover within programs.

The major events in the IMS project were as follows:

• Fall, 1999	Annual Performance Report module released
• July 20	First APR received through electronic transmission
• September 30	64 APR's received by end of grant period

OLRC staff members continue to take a large number of technical support calls and emails. Between March 01, 1999 and September 30, nearly 1700 calls/contacts were logged. In order to support programs that have a single phone line and programs that prefer to communicate by online chat, we instituted the use of AOL Instant Messenger for technical support. This method of technical support has proven to be extremely popular with programs. We have also performed a number of on-site visits to programs that were having difficulties that couldn't easily be remedied by phone.

Equipped for the Future (EFF): Although challenges such as scheduling conflicts within regions, initial weather impediments for beginning of implementation in classrooms, and questions of whether programs understood and used the EFF concepts and structure effectively, the EFF project offered foundational steps toward systemic reform in Ohio ABLE programs. Some question as to true assessment remains because the support team was unable to actually see EFF in practice in the classrooms. Perhaps in Phase II of the EFF project, it can be determined as to whether this pilot was truly reflective of system reform.

The following outcomes and activities were accomplished through the EFF project:

- Three (3) regional workshops entitled "Are You Puzzled About EFF?" were conducted in the Northeast, Northwest, and Southwest Ohio regions during February-March 1999. Martha Hyland, Debbie Stowers and Judy Franks presented the exploration of the framework with two (2) teams of teachers presenting lesson plans and discussing implementation of the framework in their classrooms.
- Judy Franks presented an exploration of the framework and eight (8) pilots at the OAACE conference presented implementation in the classroom in April 1999.
- An overview of the EFF Project was given at Regional directors meetings.
- Models in eight (8) local programs were developed with the focus on GED, ESL, Family Literacy, Corrections, and Workforce Development. Meeting together and discussing how EFF was affecting their classrooms was very important to these practitioners. Several of these practitioners mentored or visited other programs for idea sharing. This open dialogue should be continued as future expansion is proposed.
- Programs used the EFF structure in their respective classrooms January – May 1999, and support was continued through regional meetings, monthly phone calls, letters and response calls by Judy Franks and Martha Hyland.

- Midterm and Final reports were submitted, discussion about progress was continually provided by support staff, and the midterm report feedback formed the basis of discussion on March 16 by the EFF advisory group.
- A "Debriefing" on June 4 provided time to share and to celebrate the benefits and improvements brought to programs by participating in this pilot.

Key Concepts Learned from Ohio EFF Pilots:

- Students are able to verbalize their learning
- Common language exists among programs – many types of programs now have commonality, which is especially valuable as accountability methods are developed
- EFF concepts provide the tools to help students help themselves, and teachers are equipped with new conceptual teaching strategies
- Planning time is essential
- Evaluation methods must be developed
- Lesson plan resource is of great value
- Emphasis for next year should include: Using standards for goal-setting, teaching and learning, assessing progress and success

Impact:

IMS: The impending migration of the database to Access has also been very popular with programs. Evaluation by the State ABLE Director is that the completion of the Federal Annual Performance Report is much more efficient and more accurate that in all previous years.

EFF: Canton City Schools continues to be involved with the national project as field testing sites for the standards. Judy Franks became the field support staff assigned to work with this project. The standards were tested in a family literacy classroom lead by Canton teachers. A debriefing in Louisville was held in April, bringing in all field sites and discussing progress towards finalizing the standards.

The process of implementing System Reform by integrating EFF into all components of program – orientation, marketing, teaching and curriculum development, evaluation, etc., should be expanded during the next round of pilots.

Product or Training Developed:

EFF: A notebook of Lesson Plans were collected and categorized by classroom type (ABLE/GED, ABLE/ESL, ESL, Family Literacy, Workforce, and Corrections). These 16 notebooks were distributed to each program that participated and to the regional resource centers. A database to collect these and subsequent lesson plans is in the process of development by the technology group at the OLRC. These will become available online, with a submission process developed for future expansion.

Products are Available From:

The Ohio Literacy Resource Center
Research 1 – 1100 Summit Road
P. O. Box 5190-Kent State University
Kent, OH 44242-0001

Project Continuation and/or Future Implications:

The special projects described herein have enriched the services offered by the Ohio Literacy Resource Center and have increased the effectiveness of the efforts of local ABLE programs.

The IMS project could not have been more professionally and effectively orchestrated than by the State Literacy Resource Center. The OLRC has provided the support and the rapport that the Ohio Department of Education, ABLE Office needed to institute the mandate of the Workforce Investment Act in regards to electronically gathering and forwarding data.
The Ohio EFF project, especially with its close connectivity to the national EFF project, has been a great success and a firm step toward a logical structure and approach for ABLE programs.

Conclusions/Recommendations:

The IMS project must be continued for the migration to an Access platform. The EFF project, too, must be continued in some format. The Ohio Literacy Resource Center is dedicated to the support of these projects in any manner the Ohio Department of Education, ABLE Office deems appropriate

Additional Comments:

Special thanks and recognition is offered to the all OLRC staff members for program year 1998-99 and specifically to the following:

Marty Ropog, Assistant Director for Technology and the Technology Staff
Judy Franks:
EFF and Special Projects Coordinator
The Ohio EFF Advisory Group

Adult Literacy Planning and Coordination Grants

Grant Recipient: The Ashtabula County District Library

Grant Allocation: $16,724.00

Project Period: September 1, 1999 – August 31, 1999

Project Director:
Emily Chismar
3431 W. 13th St.
Ashtabula, Ohio 44004
(440) 964-7443

Purpose:

The Ashtabula County Literacy Coalition continues to operate a full time literacy office to improve, expand, and coordinate services to meet the literacy needs of Ashtabula County, its mission statement. Grant funds help to pay a full time coordinator. The Coalition supports a Family Literacy project, fosters inter-agency relationships and partnerships, supports staff development, provides tutor training and tutor enrichment activities, sponsors PR events, and supports the activities of the Common Good Linkage Team which has expanded into the Northeast Ohio One-Stop System. Key people are Coalition Coordinator, Emily Chismar, and Coalition Chairperson, Suzanne Bernardini, as well as the Coalition Advisory Board.

Project Outcomes:

The Literacy Office is the center of the Coalition's efforts to promote life-long learning and workforce development. Callers are directed to the program best suited to their needs. LVA one-on-one tutoring, ABLE classes, enrollment in Kent Ashtabula or another institution of higher education, Vocational Education training, JTPA services. Family Literacy programs, speaking engagements, and media events are arranged. Tutor training, tutor-student matches, tutor in-services, student assessments/evaluations, and dispersal of new readers' materials are all done through the Literacy Office. LVA tutors may opt to work with ABLE students within the classroom setting. Several OWF clients earn their work hours by classroom tutoring after participation in the LVA tutor training.

The Literacy Coalition is an integral part of the educational and economic development programs in Ashtabula County. The Coalition is a founding member of the Common Good Linkage Team, which meets monthly and continues to work as an integral unit. The Coalition, formulated in 1989, actually laid the groundwork for this cooperative venture.

The Common Good Linkage Team has now expanded and evolved into the Northeast Ohio One-Stop System which has created the blueprint that enables all members to electronically link with one another to share services and information. The system allows both staff and participants to conduct more efficient job search and job development procedures within a four county area – Ashtabula, Trumbull, Mahoning, and Columbiana. In Ashtabula County there are monthly staff development sessions for the front line workers instructing them in the implementation of the system and keeping them updated to how best direct those seeking their assistance. An Internet web page has also been developed. It provides a site that allows users to access information, and, in some cases, actually apply for services from any of the partner agencies.

Impact:

Literacy Volunteers of America-Ashtabula's quarterly Basic Reading Workshops netted the program thirty new tutors. About half chose to work within the ABLE classrooms. LVA tutors served a total of 66 students during the year, 37 male and 29 female. Some were tutored one-on-one in one of the eight county libraries.

The Family Literacy program, "Shared Book," continues to be a part of the Coalition's agenda with many presentations being given to Kindergarten, library story hour, and Head Start parent groups as well as ABLE participants. A packet of materials including a children's book and ideas for various related activities is given to each parent or caregiver in attendance.

Product or Training Developed:

The Northeast Ohio One-Stop System has been developed and is allowing clients to access information concerning local labor markets, employment opportunities, training and educational programs, hiring requirements, job referrals, and contact information. Numerous training sessions for staff have taken place and will continue to occur as those working directly with clients are given hands-on experience in assisting persons seeking information and referrals.

Products are Available From:

Information is available from The Ashtabula County Literacy Coalition.

Project Continuation and/or Future Implications:

The Ashtabula County Literacy Coalition is an integral part of the educational and economic development programs in Ashtabula County. The Common Good Linkage Team gave structure to what had already been established by the Coalition. The One-Stop System, which provides electronic networking to those needing training and job placement, is in place at numerous sites throughout the county. JTPA, OBES, DHS, ABLE, KSUAC, Growth Partnership Association, Family and Children First, Goodwill, and the JVS. Everything and everybody are available to help residents receive training for, obtain, and keep employment that best utilizes their full potential. Every effort must continue to be made to enable Ashtabula County to further develop economically, for the good of all.

Conclusions/Recommendations:

The Literacy Coordinator and the Office are continually striving to provide more comprehensive services to a greater number of adults. Each person in served individually, directed to the best program for his/her particular needs. The Coalition is in collaboration with most social service

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agencies, the newspaper, four county radio stations, eight county libraries, the Chamber of Commerce, AMHA, OSU Extension, all county school districts, and many businesses. Public Relations is and will continue to be a major function of the Coordinator.

Additional Comments:

The Literacy Office is online and is kept current as to legislative issues and updates. In addition the Coordinator and the Chairperson have served on the OAACE Board, are members of AAACE, COABE, OLN, and attend the annual conferences of these associations. The Coalition Chair has played an important role in the implementation of the One-Stop System.

Grant Recipient: Canton City Schools

Grant Allocation: $41,724.00

Project Period: October 1, 1999 – August 31, 1999

Project Director:
Jane J. Meyer
Canton City Schools
618 Second St. N.W.
Canton, Ohio 44703
(330) 588-2148 ext. 130

Purpose:

The goals of the project were to:

1. Refine and further implement career development ideas piloted in the Even Start classes during the first two years of the pilot.
2. Take what was learned about career development in the pilot and implement these ideas into the very different setting of the GED learning lab. The learning lab was opened in January 1998 in response to students' need for flexible class hours due to the 20-hour weekly welfare reform work requirement.
3. To expand Canton's Equipped for the Future pilot beyond the Even Start classes into other program components including ESL, basic skills, and GED.
4. To continue Canton's involvement as a pilot site in round two of the national EFF standards development project.

Project Outcomes and Impact:

Goal 1: Refine and further implement career development ideas piloted in the Even Start classes during the first two years of the pilot.

We reviewed information from last year's project, identifying strengths and weaknesses, and then developed and put into action a written plan and calendar for career development in Even Start. We spent quite a bit of time writing a curriculum outline that integrates career development with other family literacy components using EFF. We further developed job shadowing and field trips for career awareness by organizing pre and post lessons to link classroom learning to these activities through EFF. We designed the survey (see full report) to report the employment status of Even Start graduates and have administered it every 4 months to program graduates. The most current data documents employment status for students 12 months after program completion. 69% of the (May 1998) graduates responded to the survey. 60% of the respondents were still working after 12 months. 27% were completely off welfare and 73% were still on welfare, but at reduced amounts. We also developed and used a Career Development survey. 100% of the students reported they believed they would be more successful in finding a job as a result of participating in the program. 92% reported they believed they would be more successful keeping a job as a result of participating in the program.

Goal 2: Take what was learned about career development in the pilot and implement these ideas into the very different setting of the GED learning lab. The learning lab was opened in January 1998 in response to students' need for flexible class hours due to the 20-hour weekly welfare reform work requirements.

We identified community resources and secured commitment to assist with career development strategies and materials that are appropriate for the learning lab and have purchased materials. A visit to the Long Beach One Stop (for another grant) sparked additional ideas for our GED lab. We decided to open the lab on Friday mornings for an employment exploration class. Any students or former students are welcome to drop in for employment services. Students who come over a period of time can work on creating a career passport like the one Even Start uses. They have a folder with a checklist of steps to follow. For each step there are choices of activities to complete. Other students can drop in for career assessment or for assistance in job hunting. We have a phone, computers, newspapers, and resume quality paper with envelopes and stamps. We are working on Internet connection and moving 3 computers belonging to the One Stop (which is electronic) into the classroom. Pyramid Career Services has agreed to provide a career specialist to work with students on-on-one and to facilitate a one hour workshop relating to job hunting each Friday. Canton ABLE is also staffing the center with a teacher and an aide. This system allows us to continue to teach basic skills in context of the worker roles in our regular classrooms, but move the job hunt skills to a central location. This works well because not all students are ready for or interested in job hunting and it also allows us to provide transition support for our graduates. This is a center where graduates could come back to search for a job if they haven't yet found one or if they lose their job.

Goal 3: To expand Canton's Equipped for the Future pilot beyond the Even Start classes into other program components including ESL, basic skills, and GED.

Canton ESL teachers and our adult counselor participated in the Ohio EFF training. Seven other Canton ABLE teachers (including 3 basic skills teachers and 4 GED teachers) and our volunteer coordinator participated in a day long EFF training here in Canton. All pilot teachers experimented with EFF in their classrooms and met in small job-alike groups with Martha Hyland every other week. We redesigned our ABLE goal sheets to reflect EFF (see full report). We based our 2-day ABLE pre-service in August on EFF. All ABLE staff participated in activities to assist them in understanding and using the EFF skills, common activities, and goal setting with students. All staff seemed very receptive and evidence of EFF usage was visible on visits to the classrooms the first week of school. We still need additional staff training and mentoring, and time to work on curriculum using the EFF framework.

Goal 4: To continue Canton's involvement as a pilot site in round two of the national EFF standards development project.

Canton has continued to participate in the national EFF pilot. We documented information for the standards for planning, problem solving, and research; and also assisted with reading and writing. Some of Canton's EFF work will be featured in the EFF users' guide. We participate actively on the EFF list serve and in monthly conference calls. Jane Meyer and Martha Hyland have conducted EFF training both in Ohio and other states. Jane also spoke to the EFF national advisory board in Washington about EFF from a practitioner's point of view. One of the benefits of the project has been getting to know adult educators from all over the country. We talk frequently which provides a great chance to share ideas informally and to encourage and enthuse each other.

Product or Training Developed:

Martha and Jane have developed outlines for basic EFF training for half day, whole day, and 2-day sessions. Specific trainings are customized for the participants, but common elements are used. Handouts and overheads are developed. We have also developed a 1½-hour training on workforce development and a longer program on workforce development within a family literacy program using EFF as a framework. We have shared these programs in Ohio and around the nation over the past year and will continue to present as our schedules permit. We also have refined and expanded our basic packet of workforce development information sheets that we share when programs ask for information.

Products are Available From:

Jane J. Meyer, ABLE Coordinator
Canton City Schools
618 Second St., N.W.
Canton, Ohio 44703
(330) 588-2148 ext. 130
start1@ezo.net

Project Continuation and/or Future Implications:

We will continue to improve and increase workforce development within our Even Start program working within the Family Independence Initiative project with NCFL. We have completed the design phase of workforce development in the GED lab, but still need time and resources to completely implement the project. We are committed to continued use of EFF as a program framework. We will set aside time at each staff meeting to continue EFF training, but still need additional funds for ongoing intensive EFF training and mentoring. We would like to continue to participate in EFF at the state and national levels. The connections we have made and the person growth and program improvement resulting from participating in the national pilot have been tremendous. Canton has been asked to participate in conjunction with the OLRC as an EFF training site for next year, and Martha and Jane have been asked to take on some additional training activities in conjunction with the training center. We are waiting to hear whether or not the training center proposal has been funded and to confirm what opportunities Ohio ABLE will have for us to continue working with EFF.

Conclusions/Recommendations:

This special demonstration grant has been a wonderful opportunity for Canton ABLE. It has given us the chance to think beyond day to day operations, focusing on student needs and developing a system to meet those needs. We have been able to implement many successful practices, but most important has been the development of a plan for workforce education and implementation of the EFF framework. This foundation will enable us to continue to learn and try new ideas to meet the ever-increasing needs of our students. We have found the EFF components of performance to be useful in improving teaching and student accountability. The framework is an easy way to articulate program goals to students, staff, and collaborating partners. We have learned that there is a structure for workforce development, but that that structure can be implemented using a variety of strategies and settings.

Additional Comments:

Thank you for the opportunity to learn and try new ideas. We are happy to share in any ways that would be helpful to others.

Grant Recipient: Clark County Literacy Coalition

Grant Allocation: $22,875

Project Period: September 1, 1998 – August 31, 1999

Project Director:
Marsha Randall
137 E. High Street
Springfield, OH 45502
(937) 323-8617

Purpose:

A. Strengthen and expand the recruitment, training, certification, and retention of volunteers who teach English reading, writing, listening, and speaking skills in one-on-one or small group, to increase the effectiveness of ABLE services and to improve the functional literacy of adults in Clark County.

B. Facilitate cross-training of staff from local agencies to address skill-building needs for improving services without duplication, for sharing information, for assessing clients, for providing instruction for using technology. Those involved included: ABLE Provider agencies (GED), the Social, Agency Linkage Team (SALT), Family Service Agency, Neighborhood Associations, Department of Human Services and other related agencies.

C. Increase public awareness and fund development for the CCLC for the purpose of expanding, enhancing, and integrating adult basic and literacy education with the new strategies of welfare reform, family education, and workforce development.

Project Outcomes:

A. Goal 1:

Sixty-five tutors were trained this program year. Four tutors have been certified in ESL. Two additional trainers are working toward certification. More than 15 tutor workshops have been held on the computer, the Reading Academy, and Power Path. Six issues of the *Partners in Literacy* newsletter were published and mailed to more than 600 community members, tutors, agencies, and organizations. "Business for Literacy" response has grown steadily for the second year. Four issues of the student newsletter *Great Accomplishments* were printed. The ESL program has grown considerably. The Talk Time component was added this summer. Twelve sessions were facilitated, and additional tutors were trained.

B. Goal 2:

Several information sessions were held inviting agencies and businesses to learn more about the Coalition's services. ABLE providers of direct services met six times annually to encourage planning and coordination of activities, in-service workshops, staff development and referral information. An annual tutor and student recognition event was held in September. Awards were presented to the outstanding tutor and student for the year. Agencies and the community were invited. Partners in the One Stop continue to coordinate efforts throughout the community to prevent duplication of services. The annual needs assessment for tutors and ABLE staff from Coalition agencies was taken and tallied for planning of in-service training workshops.

C. Goal 3:

September is National Literacy Month. In Clark County we celebrate with twenty banners in the downtown square. Five billboards were displayed announcing the free Coalition services. Newspaper articles highlight students and activities of the Coalition. Board members do speaking engagements at clubs and organizations, health fairs, head start enrollment fairs, food distribution events, and presentations to PACT, Parent Infant Center and Tots connection. We continue to collect "gently " used books to distribute to low income children at holiday food basket registration. This year we helped coordinate the first adult spelling bee in Clark County. It was a great success and proceeds helped the Coalition projects. Two other fund raising events brought additional funds into the Coalition.

Impact:

The recognition of the Clark County Literacy Coalition continues to grow. Fundraising Events are more successful each year. Businesses are beginning to seek out the services of Coalition members. We provide a regular session at Social Services 101 semi- annually. Service clubs and other agencies ask to partner with us to provide unduplicated service to low level reading adults. We have contracted with the Department of Human Services to work with adult students to improve skills. Power Path assessment has been integrated throughout the curriculum. The Power Path process has resulted in more tutors turning in student/tutor goals. English as a second language enrollment has increased by almost 30% since last year. Interest in Talk Time sessions and more trained tutors has been the result. More than 150 businesses have participated in "Business for Literacy" resulting in more awareness of Coalition services.

Product or Training Developed:

A good Tutor Training outline is ever evolving. Each year the structure changes to accommodate new information, curriculums and priorities. The present training outline and training manual are available. "Business for Literacy" materials are printed and packets are available. The adult spelling bee, "Literacy Sting" information packets are available. Packets for distribution to parents of new babies and packets for toddlers are also available.

Products are Available From:

The Clark County Literacy Coalition
137 East High Street
Springfield, OH 45502

Project Continuation and/or Future Implications:

Most of the activities of this grant will remain in place because they have been very successful in our community. However, there is concern that present staff can manage all projects. As awareness grows about the program, more partnerships with business and agencies as well as donations will begin. Training and in-service evaluations provide valuable feedback for planning. Staff, volunteers, students, and advisors work as a team to make each program year successful.

Conclusions/Recommendations:

The Clark County Literacy Coalition has been strengthened as a result of this grant. Every dollar was used to its greatest advantage. We continue to provide essential basic literacy education to adults. As a Coalition of members, our goal remains to encourage collaboration and prevent duplication of services in the literacy effort. The cooperative leadership existing among ABLE Provider's in our community is valuable to residents, particularly adult students. It is recommended that funding continue for such efforts.

Additional Comments:

Adequate skills for adults to function as workers, citizens, and parents will be essential for meeting the challenges of daily life. The Coalition will continue expanding services, coordinating county efforts, building corporate awareness, and recruiting adult students and volunteers to meet these challenges. Thanks to the Ohio Department of Education for recognizing and supporting the planning and coordination of ABLE programs.

Grant Recipient: Gallia-Jackson-Vinton JVSD

Grant Allocation: $11,700.00

Project Period: September 1, 1998 to August 31, 1999

Project Director:
Lili M. Roush
351 Buckeye Hills Road
P.O. Box 157
Rio Grande, Ohio 45674
(740) 245-5334 ext. 270

Purpose:

The purpose of this grant was to facilitate capacity building and improved integrated planning initiatives, activities and services of adult literacy providers and other related local service providers, including those related to workforce development, family education, and welfare reform. The Gallia, Jackson, Meigs and Vinton County Planning and Coordination Team continues to meet on the first Tuesday of every month, and averages 19 agency representatives in attendance each month. The members are committed to identifying and providing services to those in need in our four county area.

Lili M. Roush, Project Director for Gallia-Jackson-Vinton JVSD, Sharon Moles, Executive Director, Ohio Bureau of Employment Services and Tom Reed, Director, Gallia-Meigs Community Action Agency, collaborate in overseeing this project. No funds are spent for their efforts. Clerical support is the only paid staff. Duties include typing the newsletter, compiling the information and updates for reports, typing minutes of the meetings, updating Resource Guides, etc.

One of the most beneficial and exciting meetings was the June meeting. This particular meeting was designed to present the services of a variety of agencies in a different way. The very first Linkage Team Open House was held at the Rio Grande One Stop Office (Ohio Bureau of Employment Services). Twenty-one partner agencies set up informational displays and participated in this event. Everyone worked together to provide the relaxed, friendly atmosphere for the customers who visited.

The biggest accomplishment seemed to be the participation by the partners. There were no negative comments and all the partners have expressed interest in repeating the event next year. The networking and sharing of information was great, and we have come to respect each other and actually enjoy the company of our fellow service providers. This spirit of cooperation will help carry us through WIA implementation and anything else the "powers that be" may have in store for us.

We will continue communicating and sharing information, not only with each other, but also with our friends, neighbors, and other community members. The residents of our service areas need to be aware that we are a One Stop and that we will work together to help them access the services they need.

In meeting the goals of the grant, the following activities were beneficial:

- In inviting participants for the monthly meetings, approximately 63 letters of invitation were mailed to support agencies and county commissioners in the four county area.
- In November the Team developed a new action plan with the following goals:
    1. Remove barriers by striving to refine "seamless" delivery system to all customers.
    2. Increase public awareness of the services available in the four county area.
    3. Continue to facilitate interaction among agencies.

- In February and July, a newsletter, *The Link* was published and distributed to all agency members, general community, and county commissioners. Fifteen agencies published articles regarding their services in these publications.
- Thirty hours of computer training was provided through this grant to all interested agencies.
- A Resource Directory of services for each county was updated and published, with the Linkage Team members collaborating on updating the information.
- Telephone and Internet costs are provided through this grant that further promotes collaboration and the referral network system.

- The Linkage Team has furnished the One Stop Marketing Team with portfolios to present to local businesses, containing promotional material from all agencies.

Project Outcomes

- A committee of Linkage members formed a Marketing Team that takes agency fact sheets or brochures to small and large employers in the four counties, providing them with employer-related-information.
- A common intake form has been developed and is currently being used to facilitate improved communications between provider and clients.
- Facilitated employment opportunities for mutual clients through volunteer and paid positions.
- Established a system at all ABLE sites for clients to develop a professional resume (Win Way Resume Writer) by providing clerical assistance and quality paper for clients to produce finished resumes.
- Established collaborative efforts in applying and administering grants for services that address barriers to employment and training.
- Collaborated to serve displaced workers with training, counseling, and placement services in an efficient and timely manner.
- Various Linkage Team members volunteered as guest speakers for all ABLE centers in the four county area.

Impact:

- Twelve agencies originated the Planning and Coordination Team. Depending upon their need and area of focus at the time, we have had as many as thirty-nine agency representatives at any given time.
- Sub committees have been formed and as a result numerous outreach activities have provided more employment, training, and support opportunities for residents of the four county area.
- Familiarity between agencies and staff has facilitated timely support and services for clients.

Product or Training Developed:

- Computer training (Windows 98: Excel: Access: PowerPoint, PageMaker and Desktop Publishing)
- Resource Guides for each of the four counties
- "Fact Sheet" Booklet representing 21 agencies.
- Newsletter "The Link"
- Provided cross training from a different agency at each of the monthly meeting
- Co-Hosted Open house with OBES and other agencies.

Products are Available From:

Lili M. Roush
Gallia-Jackson-Vinton JVSD
351 Buckeye Hills Road
P.O. Box 157
Rio Grande, Ohio 45674
Phone: (740) 245-5334 ext. 270
FAX: (740) 245-9465
E-mail: lilimroush@eurekanet.com

Project Continuation and/or Future Implications:

The Planning and Coordination Team will continue to meet on the first Tuesday of each month in room 155, in the Human Resource Building at Buckeye Hills Career Center. We will continue to work as a team to ensure the continuation of this project. Other funding sources will be utilized when available and appropriate.

Conclusions/Recommendations:

Funding for this project was a valuable asset to our four county Appalachian rural area, it has enabled us to maintain a forum that allows service provider to communicate in a meaningful way, maximizing services. I would recommend continued support of this project so that we may continue to provide and to expand services to the residents of our four county region.

Grant Recipient: The Literacy Network of Greater Cincinnati

Grant Allocation: $22,874.00

Project Period: September 1, 1998 – August 31, 1999

Project Director:
Nona Stricker Rhodes
635 W. 7th Street
19 Broadcast Plaza
Cincinnati, OH 45203
513-621-7323

Purpose:

The Information & Referral Coordinator arranges bi-monthly meetings for provider members to meet to network, share ideas and plan. At these meetings, providers share information about their activities, make requests for assistance and hear a presenter of their choosing on a relevant topic. Over 4,000 books and other resource materials are made available to providers through the Network. Monthly Board meetings are held to inform Board Members of activities of the Network. All clerical support, scheduling of meetings, finding space, sending reminders, membership records, speakers and communications are handled by Network staff, primarily the I&R Coordinator.

Expansion of community awareness of literacy programs is provided through newspaper advertisement, the manning of at least six information booths through the community, Time Warner Cable install program, Half Price Books recruitment campaign, quarterly newsletters, Annual Recognition Event and Corporate Spelling Bee and a Word in Worship bookmark drive. Advocacy on a legislative level is accomplished by communicating with elected officials to advocate for sound policy decisions related to adult basic and literacy education, programs, services and procedures. By responding to advocacy alerts from the Ohio Department of Adult Education and the National Alliance of Urban Literacy Coalitions and the Ohio Literacy Network, the Literacy Network keeps abreast of advocacy opportunities.

Project Outcomes:

The project's **Goal 1** was to strengthen joint planning and coordination among local literacy providers. (Since most of the project's "collaboration team" members are board members or providers, their input was obtained at regular and special meetings).

Providers met with staff bimonthly and were contacted by written communication on a twice-monthly average. Telephone communication continued on a regular basis. An up-to-date list of provider needs was maintained.

The Information & Referral Hotline number was published in eleven local newspapers. PSA's on TV by Doug Pelfrey, Cincinnati Bengal, ran in 1998-99, totaling over 200 broadcasts.

Minutes of provider meetings, September. November. (December cancelled by snow) February, April and May were disseminated by the I&R Coordinator to the Board and vice versa.

Through the generosity of Time Warner Cable. "Time to Read" was again offered to Network providers. Time Warner Cable October 2nd and 3rd provided tutor training, when 15 prospective tutors were trained. Materials for tutors and students were offered at no cost to trainees.

In January the Network hosted the Gateway reading enhancement tutor-training program in collaboration with Phillip Morris. Materials were offered at not cost to potential tutors.

The Network hoped in increase cooperation among providers through its Corporate Spelling Bee. Providers were encouraged to recruit new teams and receive a $600 fee. $1,200 was given to providers.

The Network brought together teachers, directors, tutors, business leaders, students and their families at the March 15th Awards Luncheon. Providers participated by nominating exemplary students. The Network obtained underwriting for literacy guests to attend free of charge. 300 were in attendance.

The Urban Appalachian Council has been represented at most provider and board meetings by Bonnie Hood Smith and Debbie Holmes.

To further strengthen advocacy goals, The Network hosted the National Alliance of Urban Literacy Coalitions (NAULC) bi-annual meeting August 4 – 7. The highlight of the conference was a reception August 5th at which time Time Warner Cable and Scripps Howard Foundation were honored for their support of the Literacy Network as well as literacy at the national level. Representatives from nineteen cities were in attendance.

Goal II (assist literacy providers to identify unmet needs) was accomplished through regular meetings and discussions.

Providers met bimonthly to share ideas and network. The I&R Coordinator served as the liaison to the providers. Specialized needs were met through the offering of adult and children's dyslexia classes. The Network continued to collaborate with Butler. Clermont/Brown County providers on the adult dyslexia project.

The adult dyslexia class continued to grow with screenings in January and February. Of the twenty-eight persons screened, 16 students qualified for the Level I class and nine qualified for the Level II class and three were not appropriate for classes. Those students not qualified were referred to GED classes within the provider membership.

The children's dyslexia class started September 21, 1998 with 16 children in attendance. Screenings were held in September and November 1998. Of the 52 children screened, 13 were accepted into two after schools classes beginning September 21, 1998.

The Network collaborated with Time Warner Cable to again provide a "Time to Read" training session and materials to meet the need for comprehension and reading enhancement in 24 sites serving over 100 learners. The program is offered at no cost to providers.

The Network provided a Gateway reading enhancement tutor training program in collaboration with Phillip Morris, free of charge to providers.

The Network hosted booths at community events and made presentations to recruit volunteers, as well as utilizing media outlets:

September 1998
Nona Rhodes and Estel Sizemore appeared on WXIX FOX TV September 2nd in honor of Literacy Week in conjunction with Half Price Books. Stephanie Graves attended the last session of Leadership Development Institute the 22nd and 23rd of September. On September 24th Nona and Stephanie attended a reception for Vice Mayor Minnette Cooper at the Jewish Vocational Services offices. On September 29th, a Literacy Leaders Luncheon was held.

October 1998
On October 2nd and 3rd the Literacy Network, with Time Warner Cable, hosted a "Time to Read" tutor training class with 15 potential tutors trained. Mary Herington gave a presentation to the WELCA (library association) Fall Event October 26th. Nona and Stephanie attended an ABLE Director's Meeting on October 26th. Stephanie attended a United Way Volunteer Resource Development Seminar on October 29th.

November 1998
Nona and Stephanie attended a "Queen City – Sister City" fair with visiting Ukrainians at the Nativity Learning Center November 4th. Stephanie attended the Cinergy Fair on November 18th.

December 1998
Nona and Stephanie attended a Women in Leadership luncheon on December 1st. Nona and Stephanie attended a SW ABLE Advisory Council Meeting on December 2nd. Stephanie manned a booth December 10th for the Rotary Fair. Nona and Stephanie attended an Ohio Literacy Network Coalition Directors Meeting December 14th.

January 1999
The Literacy Network hosted at Gateway tutor training workshop in conjunction with Phillip Morris for 26 potential tutors on January 13th. Nona and Stephanie attended a Women in Leadership breakfast on January 20th. Estel Sizemore gave a literacy presentation to the River City Correctional Facility on January 25th. Two adult dyslexia screenings were conducted January 25th and 27th.

February 1999
On February 18th the entire staff of the Literacy Network attended the annual Time Warner Cable Time To Read Dinner. On February 26th Nona and Stephanie manned a booth at the Delta Circle of Service Celebration fair. Nona and Stephanie attended a Leadership Development Institute

conference on February 11th and 12th. Stephanie attended an Urban Appalachian Council Breakfast Meeting on February 18th. On the 19th of February Nona attended an OLN meeting.

March 1999

On March 3rd and 4th Stephanie attended a SW ABLE Spring Directors' Meeting. Nona and Julie Zennie attended a NAULC conference in Washington, D.C. on March 4th. Stephanie attended Emerging Issues for Non-Profit Organizations seminar given by Thompson Hine & Flory on March 11th. The Literacy Network had its annual Recognition Luncheon and Spelling Bee on March 15th. On March 18th Estel spoke to students at Northwest High School and on the 23rd he spoke at a benefit for the Erlanger/Elsmere United Ministries on behalf of the Literacy Network. Nona and Stephanie attended an OLN Coalition Meeting on March 19th. Nona and Stephanie attended a Leadership Cincinnati luncheon on March 24th. On March 31st Nona and Stephanie attended a ribbon cutting ceremony at Children's Hospital in conjunction with Half Price Books.

April 1999

On April 10th Stephanie and Mary Herrington manned a booth at the Romance Writers Fair. Kim Galati, Sharon Strunk and Nona attended the Family Literacy Conference in Louisville, Kentucky on April 19th. Stephanie attended the JC Penney Golden Rule Award presentation on April 19th, as Kay Wagner (Literacy Network volunteer) received an educational finalist award. Julie Zennie and Stephanie attended a reception for Hope Taft at Queen City Vocational Center on April 20th. Stephanie manned booths on April 23rd at Barnes and Noble bookstore and April 24th for a Service Fair.

May 1999

Nona and Stephanie attended the OLN Board of Directors meeting on May 21st.

June 1999

Stephanie and Julie attended Cincinnati Public School's Adult Basic Literacy Education program's GED graduation on June 9th, where Julie participated in the ceremony. On June 11th Stephanie manned a booth for employees of Twin Towers retirement center.

July 1999

Nona and Stephanie attended an OLN Director's meeting on July 14th. Stephanie and Julie attended a reception for Congressman Steve Chabot at the Jewish Vocational Services site on July 23rd. Nona and Stephanie attended an OLN Coalition meeting on July 26th.

August 1999

The Literacy Network hosted a NAULC conference in Cincinnati August 4th – 7th. Stephanie, Estel and Mike Haverkamp manned a booth for Education Day on the Square August 18th. Nona and Stephanie attended the Ohio Bureau of Employment Services Grand Rededication ceremony on August 18th. Nona attended an OLN Board Meeting on August 20th. An adult dyslexia screening was held on August 25th.

The Network held monthly tutor training sessions with the exception of December, June and July. Each session is 12 hours and covers the basic tutoring overview.

Sharing of practices at bimonthly Provider meetings brought a spirit of cooperation. Monthly Board Meetings with the exception of December and August were held.

On September 29th, 1998 in celebration of the Network's 10th anniversary, a Literacy Leaders Luncheon honored 15 individuals from corporations in Cincinnati and Northern Kentucky who led the past "Hands Across the River" fundraising campaigns.

Goal III (Conduct a variety of activities on an identified need basis) was met through the efforts of the I&R Coordinator, tutor training, staff, director and board.

The Network joined Time Warner Cable for a media blitz using a PSA produced by Time Warner to recruit tutors and learners, and to raise money for the Network. The Network received $3.00 for each new cable installation, netting the Network $15,000.

The Corporate Spelling Bee was again launched to call attention to literacy, in conjunction with E.W. Scripps Foundation. 23 teams participated and $1,200 was given to provider members.

On the issue of advocacy, the Network office disseminated legislative action alerts to literacy providers, board members and staff. The Network responded to alerts from OLN, ODE and NAULC.

The Network, through the Cincinnati Post made over 4,500 books available to providers during the year.

Nona Rhodes serves on the Advisory Board of the Southwest Resource Center and the I&R Coordinator generally attended meetings as well during the year.

The Network has collaborated with Half Price Books to recruit tutors whereby they encourage staff and customers to tutor. They also display Network literature with the Hotline number in the stores.

In response to pleas from parents, the Network sponsors two free, after-school dyslexia classes for children in grades 2 – 4 who have been screened to be appropriate for the classes. At this time there are two adult dyslexia classes that meet two evenings a week from September through April. Screenings and classes for both children and adults are free.

Impact:

The Literacy Hotline service has served 350 prospective students and 441 prospective tutors and volunteers from September 1, 1998 to August 31, 1999. 216 information packets were distributed to those requesting information about literacy and organizations needing services for their clients and employees.

Tutor training sessions were held in September, October, and November 1998, as well as January, February, March, April, May and August of 1999. 104 volunteers were trained.

The Network maintained a weekly listing in eleven local newspaper's volunteer section at no cost.

As a result of a Starbuck's book drive. The Literacy Network was able to donate over 600 children's books to provider members and local charitable organizations during September. October and November.

Over 4,500 books are made available to provider members through the generosity of The Cincinnati Post newspaper.

The Network's annual recognition event attracted over 300 students, teachers and others. It served as an inspiration and motivation to al.

The Network offered three opportunities to providers to send students to be screened for dyslexia. 28 students were screened. Enough students were found eligible for the Dallas Texas Scottish Rite Hospital program offered by the Network to fill two classes.

The Network sponsors two free, after-school dyslexia classes for children in grades 2 – 4. Screenings for the children are also free.

Product or Training Developed:

1. Course outline and handouts for a basic 12-hour tutor training workshop.
2. Monitor training manual for use with the Scottish Rite Dyslexia Reading Program.
3. Complimentary materials for student use in the Texas Rite Dyslexia Reading Program.
4. Corporate Spelling Bee Information Packet
5. The Literacy Line program directory allows communication and cross referral for all literacy programs, student and tutor use, and other community service agencies. Over 500 Literacy Lines were distributed from September 1998 to August 1999.
6. Time to Read Training – The Network offered two days of training in the Time to Read Program. 15 tutors were trained throughout the course of the two workshops.
7. Gateway Training – The Network offered a day of tutor training in the Gateway: Paths to Adult Learning Training Class. 26 potential tutors attended the workshop.
8. Questionnaires were developed by the Children's Dyslexia class coordinator and sent to parents and teachers to track progress, as well as information packets sent to teachers to inform them about the program that their students are attending.
9. Adult Dyslexia coordinator selected assessment tools and developed a screening process for both adult and children dyslexia screenings.
10. The tutor-training manual has been updated and revised and overheads have been added to the presentation.

Products are Available From:

The Literacy Network of Greater Cincinnati
635 W. 7th Street
19 Broadcast Plaza
Suite 103
Cincinnati, OH 45203

Project Continuation and/or Future Implications:

The Literacy Network staff will continue to serve the providers and community as described in this report. Two new adult dyslexia classes, anticipated to be filled, are slated to begin in September 1999. Two children's dyslexia classes are slated to begin in September, with a third to begin in October.

Conclusions/Recommendations:

Continue to support the operation of the LNGC office. The Network will continue the coordinating and unifying activities through regular communication and service to the literacy providers; promotion of literacy in the community and will continue to serve unmet dyslexia needs of adults and children.

Additional Comments:

The Network is grateful for the many benefits we receive by being a part of the ODE grants. We are also grateful for the assistance we obtain from the Southwest Resource Center, the OLRC and OLN as well as the many networking and training opportunities offered.

The Network plays an important role in pulling together a broad variety of diverse groups to impact literacy as we serve as a contact center for national literacy and adult literacy organizations. Requests for assistance from the population and providers increase every year.

Grant Recipient: Maplewood Career Center

Grant Allocation: $16,727.00

Project Period: September 1, 1998 - August 31, 1999

Project Director:
Helen Jane Wilson
7075 St. Rt. 88
Ravenna, OH 44266
(330) 296-2892 or (330) 297-4418

Purpose:

The *overall purpose* of this Project is to further build the capacity of the Portage County Literacy Coalition (PCLC) through continuing integrated planning and coordination, integrated service delivery, and increased public awareness. Specifically this Project will (a) use Common Good Linkage Team to support the transition of GED students into further employment or educational endeavors, (b) promote the short-term and long-term planning efforts of the PCLC, (c) centrally coordinate the intake process for Portage County adult literacy learners, and (d) increase awareness of literacy issues in the general community and promote interagency communication about literacy services. The Project's primary outcome will be an increased level of interagency coordination in literacy and support services for Portage County adults.

The *Planning and Coordination Team* for this Project consists of Common Good Linkage Team representatives: Ohio Bureau of Employment Services; Portage County Department of Human Services-TANF/OWF/Portage Careers; Portage Private Industry Council; Maplewood Adult Basic and Literacy Education, Adult Education and Even Start; Educational Service Center; Coleman Professional Services, Metropolitan Housing Authority; First Call For Help/United Way; and the addition of Portage Industries and Portage Area Transitional Housing (PARTA).

A Coordinator, two (2) Career/Job Counselors, a Newsletter Editor, an Intake Coordinator, Community Liaison and a Secretary staff the Project. The PCLC Executive Committee provides technical support. A comprehensive evaluation plan, including quantitative as well as qualitative measures, forms the Project.

The *Portage County Common Good Linkage Team meetings* are scheduled monthly. The orientation and expectations of the Planning and Coordination Project were reviewed at the September meeting. The team supports the transition of Portage County GED students who elect to pursue further educational activities or employment endeavors. Effective linkages have been maintained between the ABLE/GED program and the post-secondary institutions that were established in the 1996, 1997, and 1998 project years with the addition of twenty-two (22) short-term training schools or trade schools. Quarterly reviews of the project were held in December 1998, March, June and August 1999. Following a review of activities, September 1998 through June 1999, it was the consensus to continue the planning and coordination activities and attempt to re-instate and expand the Portage County Expo (Career/Job Fair) and the activities that were started during the 1998 project year. The team members completed a final evaluation of the project in August 1999. On a scale of 1 (lowest) to 5 (highest), the average evaluation rate is 4.8.

Two (2) *Career/Job Counselors* display a team effort that is very successful. They maintain contact, meet regularly and provide minutes of their meetings. When requested, one (1) counselor serves the Opportunity Resource Center and the satellite centers, while the other counselor serves Maplewood Career Center and Even Start. They provide help to the Job Readiness Classes and distribute "Career Game," "Hot Jobs 2005," and the Post-GED GuideBook to the students. The Numerical Questionnaire has been revised and distributed to the students. The questionnaire indicates the level of interest in post-GED education or employment, what needs they might have to help them pursue education or employment and interest in the job-shadowing experience.

The *Career/Job Counselors* provided effective support or counseling to students. In addition, ABLE/GED students who are either not working or have no desire to further their education have been counseled.

The counselors are keeping a log of phone calls and follow-up letters to GED students, who were issued the waiver form and the GED application to take the GED test, but did not take the test. The counselors are also contacting the GED completers offering assistance concerning schools, employers and support services.

The *Job Fair* was scheduled to take place on May 6 at the Kent State University Field House. The Akron Beacon Journal took over sponsorship of the fair and charged $250 for agencies, programs, and employers to participate. Our representation was through the Portage-Geauga One-Stop involvement. This was not as planned by the team. We did participate in the One-Stop Open House. This event offered the educational and career information and the support and the awareness of our services.

A *Job Shadowing program* had its beginning stages with letters sent to various businesses, factories, schools, agencies, etc., during the 1998 project year and continued with increased contacts and involvement. Follow-up contacts with employers took place in order to increase the number of participating employers. The counselors prepared the students and the employers for participation. Also, the counselors prepared a Response Survey for students and employers to evaluate the job-shadowing activity.

The *Mentor Directory and Support Program* remains active. Letters were sent to the GED completers requesting them to place their name and phone number on an ABLE Support Directory that will be given to ABLE/GED students who are considered at risk of dropping out of the ABLE/GED program. As a student mentor, he/she can be a guiding force who will be helping another adult student achieve his/her goals.

The Board of Trustees of the Portage County Literacy Coalition participated in a *Planning Retreat* on October 16, 1998. Dr. Gary Padak facilitated the retreat or workshop from Kent State University. The revisions of the Portage County Literacy Coalition structure were the outcome. The Board completed a written evaluation of the retreat.

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All learners entering the ABLE/GED program are participating in the *Intake/Orientation Process* - registration, assessment and advising. The Intake/Orientation Team works together to make the process a positive experience. Learners appreciate the individual care, support and time given by members of the team. Retention is improving. All learners are given a questionnaire evaluating the Intake/Orientation process.

An on-going activity of the project is the development and distribution of the quarterly *Portage County Literacy Coalition newsletter.* This newsletter provides an opportunity to increase interagency communication regarding literacy services and a recruitment tool for new students. The newsletter includes information on gaining access to literacy programs, literacy facts, calendar of events, literacy training information, and news items from the Portage County Literacy Coalition, Common Good Linkage Team and Adult Basic and Literacy Education that include recognition, services and written pieces by students.

The Project Team (Portage County Common Good Linkage Team) continues to sponsor the *Monthly Agency Breakfast Meetings* that provide a resource communication and public awareness. There is an increase of representation from additional agencies and programs on our mailing list. The speakers from the participating agencies and programs are providing valuable and relevant programs. A questionnaire evaluating each meeting was completed by all agencies in attendance.

The* Community Liaison *planned and implemented marketing and recruiting activities and assisted in developing brochures/flyers for business themes and display areas.

Project Outcomes and Display Areas:

Twenty-two (22) short-term training programs have been added for contact to the *post-secondary educational institutions/training programs* established during the 1997 and 1998 project years. This addition of training schools serves to expand our reach in providing quality educational opportunities. There are twenty-four (24) contacts to secondary education institutions/training programs in the form of phone calls and visits.

The *Portage County Common Good Linkage Team* met monthly. However, the quarterly meetings that specifically reviewed the project were December 1998, March, June, and August 1999. The Team completed an overall evaluation of the Project. On a scale of 1 (lowest) and 5 (highest), the average evaluation rate is 4.7.

A *Numerical Questionnaire* has been developed, revised, distributed and completed by 182 students. The only students who do not receive the questionnaire are clients from the Portage County Justice Center and Portage Industries and students attending English as a Second Language (ESL) classes. From September 1998 through August 1999, the questionnaire provided the following information:

37 want to volunteer
36 want to find a part-time job
71 want to find a full-time job
78 want to "try out" different careers

78 want to learn a trade
64 want to earn an associate's degree (2 years)
49 want to earn a bachelor's degree (4 years)

Eighty-two (82) students stated that they would be interested in job-shadowing experience. But seventy-one (71) were contacted, 8 were sincerely interested (after most are contacted, they change their mind or we do not have a job shadowing experience to match their interest).

Over 500 students have received the information and the opportunity to use the *Post-GED GuideBook* developed during the 1996 project year. Five (5) students received and used the GuideBook. Contact was made and information given to nineteen (19) completers not enrolled at the ABLE sites (including college representation). Information was also given to six (6) inmates at the Portage County Justice Center (jail). Contacts with the instructors at the ABLE satellite sites have been ongoing.

The *Career/Job Counselors* provided effective support or counseling to one hundred and thirty-six (136) students to remove barriers for continuing education/training or seeking employment. Thirty (30) students were linked to post-secondary schools/training programs and thirteen (13) students were linked to employers.

For those *students who received a GED waiver* and have never taken the GED Test, telephone contact has been made to seventy-eight (78) students of which forty-eight (48) have followed through by sending their application to take the GED Test.

A letter has been created by the Career/Job Counselors to be sent to *GED graduates* offering assistance and support with post-secondary schools/training programs and or employment. Nineteen (19) GED completers have responded to the letter and effective support has been given.

The *Job-Shadowing program* was introduced with one hundred sixty-six (166) employers contacted. There were twenty-three (23) responses from employers to contact them for job shadowing. Four (4) students completed the job shadowing experience. The employers and the students have completed surveys evaluating the experience. The surveys revealed that the experience was very positive. Both employers and students indicated that the experience was helpful in deciding job/career choice and a good experience for the learner.

Two (2) responses from GED graduates have indicated a commitment to participate in the *Mentoring Program.*

The sixteen (16) members of the Board of Trustees of the *Portage County Literacy Coalition* participated in a *Planning Retreat* on October 16, 1998. Dr. Gary Padak facilitated the retreat or workshop from Kent State University. The revisions of the Portage County Literacy Coalition structure were the outcome. The Board completed an evaluation of the retreat with 90% satisfaction.

The *Central Intake Process* is a success with all students entering the ABLE program who take part in the assessment, orientation and advising. The brochure was revised and a packet of information is given to all the students who participate in the process. Over 174 students completed an evaluation of the Intake Process. 98% of the evaluations rated the intake process as very positive and helpful.

The *Portage County Literacy Coalition newsletter* continues to be printed and distributed according to schedule: fall 1998, October 1998; winter 1998, December 1998; spring 1999, March 1999; summer 1999, July 1999. The mailing list is continually updated [850 copies has increased to 1200 (1998) to 1300 (1999)]. Both written and verbal responses are very positive, particularly regarding the student writings. A survey to evaluate the newsletter was distributed in the fall 1999 issue.

Eight (8) monthly breakfast meetings (September, October, November, January, February, March, April and May) were sponsored by the Portage County Common Good Linkage Team. Sign-in sheets were provided at each meting. The attendance included directors or representatives from agencies and programs in Portage County. An average of fifteen (15) representatives from agencies/programs attended the meetings (a range of 12 – 35 representatives). The agencies/ programs completed an evaluation of each Breakfast Meeting in attendance. On a scale of 1 (lowest) to 5 (highest), the average evaluation rate is 4.5. The meetings included presentations from Veterans Service Commission of Portage County, Portage County Department of Human Services - Expanding Medicaid, Western Reserve Legal Services, Portage Area Senior Services, Townhall II – Drug Alert Helpline, Portage-Geauga One Stop System, Social Security Office, and Salvation Army.

The *Community Liaison* completed recruitment and marketing projects and activities October 1998 through May 1999 (see Part IV – Product *).

Impact:

The members of the Team completed an evaluation in December, April, June and August. The average result of the four (4) evaluations is 95% satisfaction. Effective linkage between the ABLE program and each of the Post-secondary educational institutions was indicated with a 95% satisfaction and effective linkage being made between ABLE program and selected employers with 96% satisfaction.

The *Career/Job Counselors* have received a great deal of positive feedback from students. This feedback has included many comments and personal contacts of appreciation for the help received and gratitude for the ongoing staff efforts to help meet the students' needs. We are often perceived to be the first to truly show interest and care about the students' success, which is humbling and certainly adds to our sense of commitment to meeting their educational needs.

Many of the students have demonstrated greatly improved goal setting and goal achievement, evidence of cognitive, social, and employability growth, and a higher level of effective information processing with positive follow-through. This has been measured both informally through observation and behavioral changes, and formally by assessing the increase in students obtaining employment and continuing to work toward post-secondary education. There is also a new sense of positive structure in some students' family lives as a result of their learning in his project. This is reflected in the students' reports of better organization in their personal lives and homes, seeking parenting education and budgeting help.

Our students are beginning to realize (with our assistance) that with Welfare Reform; the days of entitlement are over. As a result, we are seeing a new degree of motivation in many of our most recent enrollees. Our task is to help these students learn to channel that motivation into concrete goal-setting and effective performance toward post-secondary education even though they will also have to enter the work force at the same time. Employers are requiring and urging employees to seek post-secondary education and employment skills.

The *Career/Job Counselors* have consistently received requests for further information concerning career training through personal and group counseling sessions, telephone calls, other personal contact situation, and through referrals from other students. This opens the door to new enrollees and the opportunity to assist more students. One (1) Career/Job Counselor also is an advisor for our Enrollment Center and sometimes incoming new students request career/job information in this manner.

A ninety percent (90%) satisfaction with the *Strategic Planning Retreat* was indicated in the evaluation of the retreat by the twelve (12) Board of Trustees members who attended. The members agreed that the activities were pertinent to their needs. The contribution of the leader provided overall organization and appropriate ideas and activities. There is great value in revising the PCLC structure and having the opportunity to engage members in the strategic planning process. This opportunity certainly contributes to the success of the PCLC.

One hundred percent (100%) of the literacy learners participated (with exception of the sheltered workshop participants) in the *Intake Process*. The learners appreciate the individual care,

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support and time given by the members of the team. Retention is improving. The learners are making informed decisions about their goals, both short-term and long-term.

Many positive comments – written and oral – from readers of the *PCLC newsletters* plus recruitment of learners, volunteers and financial support have been received. With the increase in number of distributed newsletters, we are making a broader impact of awareness and services.

The speakers and attendees at the *Monthly Breakfast meetings* completed a brief questionnaire evaluating the meetings. On a scale of 1 (lowest) to 5 (highest), the questionnaire revealed 4.6 satisfaction with the topics being relevant to the needs of the group, 4.5 satisfaction with topics presented well and useful, 4.8 satisfaction with the presenters being knowledgeable and well prepared, 4.6 satisfaction with the materials and handouts, 4.5 overall rating of the meeting, and 4.2 overall rating of the facility/location.

The *Marketing and Recruitment Projects* expanded awareness of literacy issues and services as well as the recruitment of volunteer tutors and students.

The business for literacy theme for February was "Food For Thought" providing forty-three (43) mailings to grocery stores and restaurants with sixteen (16) participating.

The business for literacy theme for March was "A Cut Above" providing thirty-nine (39) mailings to beauty salons and barbershops with sixteen (16) participating (41%).

The business for literacy theme for April was "Turning Over a New Leaf" providing twenty-six (26) mailings to florists and nurseries with twelve participating (46%).

The business for literacy theme for May was "Banking on Your Future" providing thirty (30) mailings with eleven (11) participating (37%).

Product or Training Developed:

Breakfast Meeting Sign-in Sheets
Breakfast Meeting Evaluation Form
Interest Survey – Job Shadowing
PCLC Strategic Planning Retreat Evaluation
Letter: Job Shadowing
Letter: ABLE Support Directory
Quarterly Review
Job Shadowing Experience Student Response Survey
Job Shadowing Experience Employer Response Survey
Contact/Participation Record: Learner
Contact/Participation Record: Business/Post-Secondary/ABLE/GED Completer
Counseling Record
Letter to GED graduates for follow-up assistance
Evaluation of Enrollment Process
Contact/Participation Record – GED Waiver

Teacher Conference
Support Directory Permission Slip
Numerical Survey
Log of Activities
Portage County Literacy News: fall 1998, winter 1999, spring 1999, and summer 1999
Newsletter Evaluation
*Marketing/Recruitment Activities
Ads/marketing

Products are Available From:

Helen Jane Wilson
Portage County Literacy Coalition
Maplewood Career Center
7075 St. Rt. 88
Ravenna OH 44266
(330) 297-4418
FAX (330) 296-5680
Email: hjwilson_abe@hotmail.com

Project Continuation and/or Future Implications:

The Portage County Literacy Coalition (PCLC) continues to operate an office to effectively address the needs of literacy in Portage County by promoting, improving, expanding and coordinating the county's literacy services (mission statement).
The overall purpose of the project for 2000-2002 is to further build capacity of the Portage County Literacy Coalition through increased community awareness, enhanced literacy services and expanded coordination and integrated service delivery. Specifically, the project will use the PCLC team to (a) increase awareness of literacy issues in the general community through marketing and recruitment efforts, volunteer and student recognition, advocacy and a quarterly newsletter, (b) support the transition of GED students into further employment or education endeavors, (c) centrally coordinate the intake process for Portage County adult learners, (d) facilitate training workshops for volunteer tutors and (e) promote interagency communication about literacy issues. The Project's primary outcome is an increased level of awareness and interagency coordination in literacy and support services for Portage County adults.

Conclusions/Recommendations:

The evaluation mechanism for the PCLC newsletter has been completed. A survey is included in the fall 1999 edition that provides feedback and suggestions for the newsletter.
In order to continue our efforts with retention, more letters will be sent and phone calls made to follow-up poor attendance.

A Community Liaison will expand the marketing efforts of the Coalition.
Our PCLC is an integral part of the county ABLE program, providing support and assistance to expand and improve the literacy efforts in this community. The Coalition provides recruitment

and training for the adult literacy volunteers, shares information with the entire community and determines the source and availability of additional resources to support literacy efforts as well as pulling together a variety of diverse people to impact literacy.

Additional Comments:

The PCLC thanks the Department of Education for the opportunity to be a part of the Planning and Coordination Grants. The funds we have received have made it possible to coordinate activities and develop the needed materials for awareness and recruitment. The Coalition will continue to coordinate county efforts, expand literacy services, increase corporate and community involvement as well as recruit volunteers and students. Thank you for recognizing and supporting the planning and coordination of the Coalitions and their programs. We appreciate your support.

Grant Recipient: Ohio Literacy Network

Grant Allocation: $196,082

Project Period: September 1, 1998 - August 31, 1999

Project Director: Karen Scheid
1500 West Lane Avenue
Columbus, OH 43221
614/486-7757, 800-228-7323

Purpose:

The purpose of the project was to provide a statewide information and referral service for prospective adult learners and volunteers: to conduct the GED on TV project to reach adults learners who find it difficult to attend ABE classes: to encourage collaboration among literacy coalitions: and to offer training to ABLE personnel in the optimal use of PowerPath and other methods for meeting the needs of adults with disabilities.

The GED on TV project was conducted in conjunction with personnel in the four ABLE RRCs, five public television stations, and one community access stations. Individuals in approximately 68 counties have access to the series.

All activities of this project have been conducted under the guidance of the OLN Board of Trustees and its Marketing/Public Awareness committee. Board meetings were held on November 20, 1998: February 19, 1999: May 21, 1999, and August 20, 1999.

Project Outcomes:

GOAL I

The statewide information and referral project was supported by this ODE grant and by private funds totaling $15,500 from Honda of America ($11,000), Chase Manhattan Mortgage ($3,500) and Ohio Electric Utility Institute ($1,000). Public awareness activities conducted during the past year include:

- The distribution of two sets of scripted public service announcements to Ohio radio stations:
- Distribution of two press releases:
- Distribution of the literacy cartoon ads with the theme—Pick a Partner, Literacy is a Friend for Life to Ohio newspapers :
- Continued distribution of the Literacy: It's a Family Matter bookmarks and posters to commercial bookstores, libraries, and related agencies:
- Developed, with the Ohio Literacy Resource Center, easy to read brochures to help parents assist their children to develop math skills:
- Disseminated information, as it became available, about the National Institute for Literacy's public awareness efforts:

- Referred 997 potential learners (775) and volunteers (222) to local programs.

GOAL II

The 1999-2000 version of the *Directory of Ohio Adult Literacy Programs* has been produced. Copies were disseminated at the OLN Annual Meeting and will be available at the ODE Directors Meeting. We also will publicize their availability to libraries and other entities that may have an interest in them. This year OLN also put together a Directory of AmericaReads programs. That Directory is to be printed by the Ohio Department of Education's Division of Early Childhood Education.

Three issues of the *Literacy Communicator* and 12 issues of the *OLN MemberNews* also have been disseminated. While not funded by this project, these communications carry information about issues, events, and topics of relevance to adult basic and literacy education professionals.

GOAL III

Coalitions directors have been meeting every two months to discussion issues of relevance to them—workscope, public awareness, advocacy, and so on. These meetings will be continuing with the hope of developing formal working relationships among coalitions. Further, we hope to continue to place VISTA volunteers in coalitions and to encourage them to interact with their fellow VISTAs at other coalitions.

GOAL IV

The GED on TV program has expanded to six stations. Sixty-eight counties now have total or partial access to the series. Last project year, 2117 inquiries were received as compared with 1267 from the year before. Enrollment packets were sent to these callers. Forty-six percent or 978 of these individuals formally registered in the program, which means that they returned the enrollment form included in the packet and/or provided us with vital information during the intake process.

GOAL V

The project last year had a provision for conducting a public awareness initiative. These monies have been carried forward so that they could be utilized in conjunction with National Institute for Literacy public awareness initiatives. One of these initiatives has been made public—awareness aimed at decision-makers. OLN's ODE project next year will focus on ways to utilize or supplement this national effort. Other awareness efforts aimed at the public are under development by NIFL as well. These funds that will be carried over will be applied to efforts to supplement the national campaigns.

GOAL VI

Three training sessions were held with local ABLE programs to further increase their capacity to serve adults with disabilities. Dr. Laura Weisel organized the sessions. Two of the sessions involved presentations by Dr. Dale Jordan. Topics addressed included understanding of brain processing by adults with disabilities, review of screening issues and possible interventions, and general awareness of the need to modify programs to better meet the needs of adults with disabilities.

Impact:

Call volume to the information and referral service continued to increase again last year. A total of 997 calls were received compared to 890 from the previous year.

Of the 2,117 inquires to the GED on TV project, 478 (23%) were from the northwest section of the state where two stations—WBGU and WGTE- carry the series; 306 (14%) from the southeast: 719 (34%) from northeast Ohio: 380 (18%) from the southwest; and 232 (11%) from the central region. Forty-three percent of callers reported previous enrollment in a local ABLE program.

Last project year we attempted to determine the status of callers who had inquired about the GED on TV program the previous year by conducting a telephone follow-up. A random sample of 5% --every twenty--of inquirers were called. Forty-eight percent of the 61 individuals to whom calls were placed could not be reached due to disconnected telephones or the individual no longer living at the address. However, 15% of the sample said they were still watching GED on TV, another 3% were watching and enrolled in a local program, 3% had passed the GED, 5% were enrolled in a local ABLE program but not watching, 16% said they still had an interest in watching the series but had not done so, and 10% said they no longer had an interest in watching the series.

Once again personnel from the Ohio Department of Education's data processing department ran a match on individuals who had registered in the GED on TV program and GED test passers. The analysis revealed 66 matches this year as compared to 12 from last year. The majority of the test passers were in areas of the state where the series has been broadcasting the longest—i.e., southwest and southeast.

Product or Training Developed:

Directory of Ohio Adult Literacy Programs, ads, bookmarks, posters, and brochures.

Products are Available From:

Karen Scheid
Executive Director
Ohio Literacy Network
1500 West lane Avenue
Columbus, OH 43221
614/486-7757

Project Continuation and/or Future Implications:

This project has been continued for the next three years. We hope to continue growth of all aspects of the project as measured through contacts with our office. In addition, we will be working to develop a more proactive policy awareness and response system in the state with the help of the Ohio Department of Education funded coalitions and representatives form the Ohio Coalition for Adult Basic and Literacy Education.

We will be operating an expanded VISTA project this year. As always, our goals for the Ohio Department of Education project will be aided by VISTA involvement not only in our office, but also in ABLE programs around the state.

Conclusions/Recommendations:

If our current funding level for GED on TV remains the same, we will be hampered in our efforts to expand the project. This year, we plan to pursue all the elements of the GED on TV project that we have in the past, but our level of effort within the major project components—staff support and promotion—will necessarily need to be reduced. Hopefully, we will be successful in securing the services of a work-study student to assist in some of the clerical aspect of the GED program and to help conduct follow-up.

We will continue to work with ODE's data processing Division to determine the numbers of individuals who have utilized GED on TV who go on to obtain their GED . We also will continue to urge the Ohio GED office to modify the test application form to include a GED on TV option for source of instruction.

Grant Recipient: Sinclair Community College (Project READ Coalition)

Grant Allocation: $28,730

Project Period: September 1, 1998 - August 31, 1999

Project Director:
Karla Hibbert-Jones
Sinclair Community College
444 West Third Street
Dayton, Ohio 45402-1460
937-512-5123

Purpose:

The purpose of the Adult Literacy Planning and Coordination grant is to facilitate capacity building and improve integrated planning initiatives, activities, and services of adult literacy providers and other related local service providers, including those related to workforce development, family education, and welfare reform.

Key People: Mark Willis, Project READ Board President: Karla Hibbert-Jones, Executive Director, Peggy White, Coalition Assistant: Marketing Specialist, Susan Bodary, Keith Rolfe and Laura Thorsen, VISTA Volunteers, and Phillip Parker, Dayton Area Chamber of Commerce.

Project Outcomes:

(1) The grant provided the opportunity for literacy and GED providers and other concerned parties to share information and work together on common goals.

(2) An effective telephone Helpline provided information and referral to the community, businesses, and health and human service organizations.

(3) Joint planning meetings and participation on the Montgomery County Common Good Linkage Team helped literacy and GED providers identify their role at Montgomery County's One Stop Center, the Job Center.

(4) An extremely successful public awareness campaign was implemented. This included the organization and implementation of a GRIMMY Award ceremony to recognize the achievements of students and volunteers.

(5) The coalition continues to meet success in the development of resources to support Project READ's operating budget. A partnership between local foundations is being developed to help support advocacy and awareness activities of the coalition.

(6) Two meetings of the Mayor's Commission on Adult Literacy were planned and held. Phillip L. Parker CAE President and CEO of the Dayton Area Chamber of Commerce conducted the meetings.

(7) A "business to business" brochure entitled "Do some of your employees see written instructions like this?" The brochure was developed and printed by the Dayton Daily News, was distributed to DDN advertisers and the Dayton Area Chamber of Commerce mailing list.

(8) Coalition members completed a strategic planning process, which resulted in a new five-year plan. Members analyzed the current environment, made projections about the future, agreed on a set of premises, and have begun implementation of the plan.

(9) The Dayton Daily News continued its "Opening Doors" Literacy Awareness Campaign, resulting in articles and free literacy ads aimed at volunteer recruitment. This campaign began in May 1998 and continued into 1999.

(10) Meetings with members of the Mayor's Commission on Adult Literacy, Chambers of Commerce, Family and Children First Council and the One Stop Job Center increased understanding concerning the link between literacy and other problems such as unemployment, unstable families, poverty, etc.

(11) Research was conducted and a special report prepared to explore the feasibility of establishing a national Grimmy Awards project.

Impact:

(1) Effective coalition meetings resulted in active participation from members and other literacy stakeholders. Literacy and GED providers increased their knowledge base about other people and resources in the community that help build their program capacity.

(2) The Helpline responded to 1202 calls from September 1998 through August 1999.

(3) The Learning Links service assists job seekers in locating appropriate educational services at the One Stop Center. The Learning Links also plays a role in coordinating an exchange of information among educational providers housed there.

(4) The Mayor's Commission on Adult Literacy provides increased communication and understanding among businesses and providers; support was obtained for the *GRIMMY* Awards ceremony and ad support.

(5) The distribution of the business to business brochure resulted in about a dozen calls from companies interested in workforce basic education for their employees. These businesses were referred to coalition members. At least one has implemented a workplace program.

(6) The five-year strategic plan places literacy providers in the Dayton area in a position to minimize challenges and maximize opportunities.

(7) The Dayton Daily News Campaign "Opening Doors" has advanced our efforts to educate the community concerning the importance and interrelatedness of literacy to a myriad of social concerns.

(8) Meetings (mentioned in number 10 in the outcome area above) resulted in stronger connections between literacy programs and businesses, public officials, health and human service organizations, as well as new members and develop additional leaders for the coalition.

(9) Over 1,000 job seekers and 90 businesses participated in the Job Bank Job Fair, held April 29, 1998. There was an overwhelming demand for resume creation, and several Project READ members stepped forward to assist with resumes. Their participation made it possible for more participants to connect to potential employers: Dayton Public Schools, Jewish Vocational Services, Miami Valley Career Technology Center, and Sinclair Community College.

(10) The READing Festival at the Dayton Mall on September 25, 1998 was a great event! We obtained participation from a wide range of individuals and organizations, including local celebrities, a choir and even a couple of puppets! We enjoyed media coverage from TV, radio, and the newspapers.

(11) The feasibility study on the National Grimmy Award project led to a clearer understanding of the interim steps that need to be taken before a project of this size can be accomplished. The steps are outlined in a special report available from the Project READ office.

Product or Training Developed:

The Coalition's Strategic Plan

Brochure: Do some of your employees see written instructions like this

Special Demonstration Grant Report: National Grimmy Award Program

Products are Available From:

Karla Hibbert-Jones
Sinclair Community College
444 West Third Street
Dayton, Ohio 45402-1460
937-512-5123
khjones@sinclair.edu

Project Continuation and/or Future Implications:

Local coalition building continues to remain a valuable source of support for literacy providers. Coalitions provide a framework for more effective and efficient delivery of programs, professional development, improved communication, elimination of unnecessary duplication, increased use of programs, improved awareness of literacy issues, consistency of information, and increased available of resources.

Conclusions/Recommendations:

Based on the reasons cited in number IV. above, Project READ recommends not only continuing the funding of coalitions, but increasing the amount of support as well.

Grant Recipient:	The Literacy Initiative
Grant Allocation:	$11,700.00
Project Period:	September 1, 1998 – August 31, 1999
Project Director:	Kathy Smith, Executive Director 99 N. Front Street Columbus, Ohio 43215 (614) 645-7862 Edith J. Poling, Community Relations Director 1823 Laylon Drive Columbus, Ohio 43229 (614) 882-5677

Purpose:

The 1999 ODE project focused on planning and implementing activities to elevate community awareness about adult literacy and developing an America Reads Program to help adults improve their literacy skills so they can succeed in their roles as workers, parents, and citizens.

The major activities included the participation of local literacy agencies (through involvement with United for Adult Literacy) as well as representatives from various human and social service organizations. The projects could not have been carried out without the dedication and assistance of The Literacy Initiative's Board of Trustees and staff and local business leaders.

Edith J. Poling was the initiating and principal project director with major assistance provided by Christina LeVan, Hotline Coordinator and VISTA staffers- Emily Abrams, Bob Howland and Sara Childers. Other staff involvement included Kathy Smith, Executive Director, Jerrica Gardner, Administrative Assistant, Gina Ficociello, Workforce Program Manager, and John Stacy, Special Projects Manager.

The Chair of the Board of Trustees during the project was Mark Shapiro of Consolidated Stores with marketing support from Chad Cowman of Drug Emporium. Agency involvement was expanded through the formation of a Literacy Initiative Network including the 32 non-profit literacy organizations served by the READ-Hotline. The group, meeting three times per year, extends the collaboration of the former Advisory Committee which was limited to the eight affiliated agencies.

The Board of Trustees meets every other month to review and evaluate the activities and outcomes of the work being accomplished by staff as it relates to programmatic direction, funding, and overall outreach activities.

The following companies/organizations, among other, donated in-kind service to assist in promoting literacy and literacy programming in our community: Time Warner Communications, WBNS-TV, Krogers, Half Price Book Stores, LeVeque Enterprises, the City of Columbus, Swan Cleaners, Mailbox Values, The Columbus Dispatch and STAR 107.9 FM and Message Plex.

The Literacy Initiative has consistently been successful in placing the issue of adult literacy in the public spotlight and was able to continue this practice this grant cycle. The major promotions included Public Service Announcements (PSA's), advertising on TV and radio (through Time Warner Communications), newspaper stories and through posters, READ-Hotline brochures and special materials distributed at business and community fairs. Eddie George continues as the Literacy Spokesperson.

As relates to America Reads, Emily Abrams provided "hands on" services for the development of the On The Move Learning Center and, with Sara Childers, conducted survey research on the literacy effectiveness in the Reach Out and read program located in primary care clinics of Children's Hospital. With the cooperation of physicians and volunteers in the waiting areas, books are "prescribed" to parents, children are read to in the waiting area and every child goes home with a book.

Project Outcomes:

The goal of the grant was to promote awareness, market The Literacy Initiative's READ-Hotline, assist in the development of a start-up learning center and support efforts in a children's reading program.

Through the Literacy Month campaign in September 1998, marketing efforts centered on the READ-Hotline which provides referrals – approximately 600 per year – to nearly 32 non-profit literacy agencies in the greater Columbus area. Information tables set up at Krogers, Drug Emporium and Odd Lots proactively attracted 55 individuals to literacy programs and nearly 5,000 flyers were distributed through a COTA bus campaign.

The annual Warner Corporate Campaign for Adult Literacy promoted awareness through direct mailings (2) to more than 100,000 potential subscribers, 5 ads in the Dispatch and to all customers through their Cable Guide. Hundreds of radio (650) and TV (160 special broadcast and 400 cross channel) spots were aired.

All spots mentioned the READ-Hotline and The Literacy Initiative and motivated involvement in adult literacy programs. Additional promotions of the READ-Hotline have included delivery of materials to five area libraries as well as five non-profit human service organizations.

Working with the On the Move Lifelong Learning Center, Emily Abrams recruited 11 tutors and 6 students, writing four grants to seek funding for the center. Due to her husband's relocation, Emily left the program as the Center determined it was inadequately funded to continue.

Emily and Sarah Childers spent one afternoon per week at a clinic for Children's Hospital talking with parents (7 per week) to determine the effect of emphasizing reading to children and adults during routine health care visits. The data is being gathered for a longitudinal student and thus produces no immediate analysis.

As an integral part of its mission as a coordinating agency, The Literacy Initiative provided $46,840 in grants for affiliated literacy programs during the ODE grant period. An annual fund development program, headed by noted business leaders who serve as Literacy Laureates, had been launched to build a dependable funding base with local businesses.

Impact:

- There is one central telephone number community residents can call to gain information about literacy and programs that are available for adults wanting to learn or to volunteer.
- Program resource information and READ-Hotline material is available to human and social service organizations that have clients in need of adult basic skills enhancement.
- Grants were made to affiliates.
- A significant number of businesses have become knowledgeable funders through the Literacy Laureate Circle—a funding program geared to educate businesses through a one-on-one annual development process.
- More than 900 individuals received specific information to assist them in participating in adult literacy programs during this grant period.
- Books are in the hands of more than 11,000 children who visited the clinics of Children's Hospital and benefited from the Reach Out and Read program. Data for a longitudinal research study is available due to The Literacy Initiative involvement.
- Current literacy materials and information are available to meet community needs.
- Literacy information reached more than 100,000 homes in our area.
- Columbus area businesses (18) have a clear vision of Literacy services due to Literacy Laureate annual fund development appeal meetings with The Literacy Initiative Executive Director.
- Local information is being shared on a state and national level through the Ohio Literacy Network Coalition meetings and the National Alliance of Urban Literacy Coalitions. (NAULCO).

Product or Training Developed:

- Updated volunteer training guide
- Updated READ-Hotline promotions and information materials
- Updated internal data tracking forms for READ-Hotline
- Data collection survey for Reach Out and Read Program
- Organization materials for Literacy Laureate annual fund program

Products are Available From:

The Literacy Initiative
99 North Front Street, Room 4
Columbus, Ohio 43215
(614) 645-7862

Project Continuation and/or Future Implications:

The Literacy Initiative has two VISTA staffers in the 99/00 year, one of which will be leading the READ-Hotline effort with minimal staff support. The other VISTA staff member will focus on the Workforce Program. Since state funding is not available and a staff position has been eliminated, more leadership efforts will be invested in Literacy Laureates to seek out a solid base of funding. The READ-Hotline is a basic service for an effective coalition and funds actually need to be increased for vital community awareness.

Conclusions/Recommendations:

Maintaining a planning and coordinating agency that has an accurate "big picture" view of community literacy needs is the most effective tool for using tax and business funding dollars appropriately. The Literacy Initiative needs to increase data based decision making to truly begin to function in a business-like manner. Unfortunately, we will not be funded from the Ohio Department of Education this upcoming year through the Adult Literacy Coalition grant. Those dollars must be raised through other funding sources to remain constant with current services.

We feel that the Ohio Department of Education needs to reassess its distribution of dollars. The tension created by internal competition of literacy providers has a divisive outcome not conducive to the most effective delivery of literacy services.

Additional Comments:

The Literacy Initiative is most appreciate of the previous support of the Ohio Department of Education. A review of earlier years illustrates as much as $25,000 awarded in 1994 with a continual drop in support over the years. As The Literacy Initiative is the only Ohio coalition that actually grants funds to individual agencies – in addition to the awareness and Hotline-type services – there is a need to assess the potential funding match between ODE philosophy and that reflected by The Literacy Initiative.

Grant Recipient: Urban Appalachian Council

Grant Allocation: $17,874

Project Period: September 1, 1998 through August 31, 1999

Program Director:
Maureen R. Sullivan
Urban Appalachian Council
2115 W. 8th Street
Cincinnati, OH 45204
(513) 251-0202
Fax (513) 557-2542

Project Description/Purpose:

The purpose of the UAC Planning and Coordination grant was to facilitate capacity building and improved integrated planning initiative, activities, and services, of adult literacy providers and other related local service providers, including those related to workforce development, family education, and welfare reform.

The key individuals involved in the project included: Ariel Miller, contracted to provide communication, evaluation, grant writing for Consortium School, and support for Consortium processes; Maureen Sullivan and Larry Redden, co-staffing the Adult Education Consortium; and the affiliate Adult Education Center Directors: Adele Craft (East End Adult Education Center), Charlene Dalton (Northside Community School), Karin Fetterman (Nativity Literacy Center), Bill Godfrey (South Fairmount Community School), Bonnie Hood (East Price Hill and the Appalachian Identity Center), Sister Julia Deiters (Terrace Guild), Jake Kroger (Lower Price Hill Community School); and, also occasionally, Mike Maloney as a planning consultant and Larry Valmore as a data information system consultant

Outcomes:

Outcomes were achieved or progress made in all of the objective areas.

These include:

1.0 **Continue/strengthen joint planning and coordination of UAC and adult education affiliates.**

1.1/1.2 Evaluation of previous year's efforts and strategic planning process led to increased family literacy programming, Workforce Development focus and need for advocacy to reduce barriers to GED.

(During 1999 CPS ceased to administer GED and for several months no testing site was available within city limits. Several of the affiliate directors worked with Cincinnati State to get that institution established as a test site. Has been achieved.

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Five after school homework help programs started in inner city sites.
Three sites have Workforce Development program contracts with HCDHS.

1.3 Data gathering instruments revised and standardized with AmeriCorps member and partner participation. Form attached modeled on ABLE intake and progress form. Completed in spring 1999.

2.0 Focus on building capacities of affiliated adult education centers.

2.1/2.2 Input gathered on teach/tutor training needs was incorporated into AmeriCorps Member training and skill building sessions which are open to all partner staff members. This was done to make maximum use of training resources.

2.3 Several members of the Consortium maintain active linkage with the Greater Cincinnati Literacy Network. All current AmeriCorps members are being trained through Literacy Network workshops.

3.0 Develop/implement stronger school to work transition component within each affiliate school

The module, called Take Charge was designed and implemented in affiliate schools. However, following the initial trial period, not all schools were interested in continuing this focus in this way. Currently, six of the schools are using a modified version of Take Charge.

The AmeriCorps program redesign was completed by June 1999. The program is much stronger, with better clarity of expectations of members and partners as well as of procedures and support systems.

4.0 Increase availability and effectiveness of social services for adult literacy students, as needed.

Assessment of social service needs of students continues to be ongoing due to the ever changing body of students served. Many of our partner schools are experiencing younger students. Adults are either in the hard to serve, multiple problem sector or need altered hours to accommodate new work schedules

5.0 Expand public relations efforts; continue coordinated resource development, and provide financial and other management services for member schools as needed.

Fund development efforts helped a valuable program in the north side of Cincinnati to move through a financial crisis and stabilize their organization. From a deficit of $10,139.10 and a cash flow lag over $30,000 in 1998 to a surplus of $3,298 at the end of 1999, this valuable program and its services to the community are able to continue. A program was also assisted through a visioning and strategic planning process and staff transition. Two other programs have been helped with fundraising and program development. Joint fund-raising, resource development efforts continue to be in the areas of workforce development and AmeriCorps.

Impact:

1. Common data system is helping to move the consortium into a stronger position for advocacy regarding adult education issues and also greater accuracy for reports and program planning and design.

2. Orientation and training schedule is available on request.

3. Total number of volunteer hours recorded for grant period was 1,393 at member sites.

   The affiliates, with UAC's directly operated adult education centers served over 543 individuals during the reporting period. 47 of them achieved the GED and over 50% advanced at least two grade levels.

4. Over 288 individuals received career counseling during the grant period at member schools. 156 received computer instruction, 21 participated in pre-employment test taking skills development and 147 were reported to have obtained a job. The job retention rate (28% of these hired) has been documented.

5. PSA developed but covered UAC/Appalachian awareness rather than particular adult education program area.

   Fiscal agent or other financial services provided to four of the affiliate partners.

Product or Training Developed:

N/A

Products are Available From:

N/A

Project Continuation and/or Future Implications:

We are continuing the Adult Education Consortium. A planning/priority setting session is scheduled on March 7th. Through the AmeriCorps program, projects still work closely together and find issues to connect around like the access to GED testing. As long as there is a purpose for and benefit to the coordinated planning the project will continue. At present, because of the funding change, staffing for the consortium has fallen to the UAC's Executive Director. This limits some of the work undertaken but does allow for continuation of effort. Also we will need to look for other funding in order to be able to provide some of the expert assistance and whole consortium initiatives undertaken in the past.

Conclusions/Recommendations:

UAC and its affiliates benefited from the relationship with the state department of education. Particularly the contract staff individual brought many gifts and skills to her position, which were utilized in support of maximizing the stability and effectiveness of member schools.

Additional Comments:

None

Grant Recipient: Warren City Schools

Grant Allocation: $16,724.00

Project Period: September 1, 1998 – August 31, 1999

Project Director:
John Wilson
2607 Draper St., SE
Warren, Ohio 44484
(330) 369-2561

Purpose:

The purpose of the project is to continue supporting and expanding literacy efforts in Trumbull County as well as recruiting and training adult literacy volunteers and sharing program information with the community.

The following key people, their position and the agency, industry, or school they represent were involved in implementing the project:

Joanne Mijac/Caseworker	Valley Counseling
Tiffany Murray/Admissions	Kent State University
Pat Snowberger/Education Director	Trumbull Memorial Hospital
Gary Nye/Manager	K-Mart
Moses Cooper/Manager	Wal Mart
Nancy Hockadell/Caseworker	Fairhaven Workshop
Emily Chismar/Director	Ashtabula ABLE
Sue Shaffer/Board Member	Trumbull Area Reading Council
Jim Hill/President	Volunteer Manager Network
Judie Bergstressor/Director	Berea ABLE
Kathy Knall/Training Specialist	SW ABLE Resource Center/Project READ
Sandy Sibley/Director	Project: LEARN of Summit County
Polly Thomas/Instructor	International Friendship Center
Ellen Ford/Director of Health Services	St. Joe's Hospital

Project Outcomes:

The program has been able to serve 95 low-level readers individually and within the ABLE classroom. We serve this population through the use of volunteer tutors. The number of newly trained volunteer tutors increased by 15 this past year. The total number of volunteers trained was 37.

Impact:

During the past year our program provided services to 95 adults. Volunteers served an average of 305 hours and met with an average of 57 learning partners a month.

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The County is experiencing the first round of welfare reforms and has made a positive impact on many of the areas unemployed who are desiring to raise their reading levels to become employable.

Products or Training Developed:

The program enhanced the Tutor Get-Togethers by providing a learning disabilities workshop to meet the needs of the volunteer tutors.

The program, along with other organizations that utilize volunteers, designed a brochure to heighten community awareness of volunteer organizations.

Products are Available From:

Beth Trace, Literacy Education Coordinator
202 Loveless, SW
Warren, Ohio 44485
(330) 841-2272 Ext. 257
Fax: (330) 841-2228

Project Continuation and/or Future Implications:

The program will continue to recruit both students and volunteer tutors by continuing to increase community awareness of the program and to provide training and support for tutors. Efforts are being made to provide additional learning disability workshops and to meet and in-service local Human Service caseworkers as to literacy and ABLE requirements.

Conclusions/Recommendations:

The Adult Literacy Program is a strong and integral part of the local ABLE program and the surrounding areas providing the one-on-one instruction the low-level readers need in order to progress successfully to the next ABLE level or to enter the job market.

Additional Comments:

Our local advisory board, which is made up of representatives from businesses and social agencies, meets bi-monthly to provide the program with guidance and support.

We are continually striving to strengthen the adult literacy program by increasing community awareness and updating our training in order to effectively meet the needs of area readers.

As a result of our networking efforts, a Literacy Foundation is being developed to fund continuing community literacy efforts using private and public funds.

Grant Recipient:	Wayne County Joint Vocational School District
Grant Allocation:	$ 16,724
Project Period:	September 1, 1998- August 30, 1999
Project Director:	Steven R. Miller, Director Adult and Community Education 518 W. Prospect Street Smithville, OH 44691

Purpose:

The primary purpose of this Special Demonstration Extension grant was to develop and maintain a motivational, barrier-eliminating program for Wayne County adults and social services clients. After several months of planning during 1996 by the Wayne County Common Good Linkage Team, Wing Workshop began in January of 1997 and continues today.

The goal of Wings Workshop is to equip individuals with the skills needed to assess personal, family, educational, and career goals, and to explore opportunities that will improve their quality of life. Wings Workshop serves as a motivational launch pad for adults who are experiencing barriers and negative attitudes that prevent them from bettering the choices they make for themselves and their families.

The Common Good Linkage Team sponsors Wings Workshop by providing staff, clients, and in kind contributions. The following people and agencies served as 1998-99 members.

Steve Miller	Wayne County Schools Career Center	Director of Adult and Community Education
Becky Wagner	Department of Human Services	JOBS Coordinator
Mary Headings	Wayne County Schools Career Center	ABLE Coordinator
Linda McAnnich	Orrville City Schools	ABLE Director
Bonnie Sander	Wayne County Schools Career Center	Even Start Coordinator/Work Force Training Coordinator
Melissa Schrock	Wayne County Schools Career Center	Adult Career Services Coordinator
Judy Smedley	JTP	Wayne County Office Manager
Robert Smedley	Mental Health & Recovery Board	Recovery Associate
Sue Steingass	Department of Human Services	Director
Carol Mack	OBES	Director
Tom Police	Goodwill	Vice President of Human Services
Carrie Moreland	BVR	Vocational Rehabilitation Counselor
Jen Daubenspeck	Community Action	Economic Assistance Administrator
Wayne Lundy	Counseling Center	Director, Vocational Rehabilitation Services

These representatives meet the fourth Thursday of each month. Mary Headings provides a Wings update at each meeting. The team enthusiastically supports the continuation of Wings Workshop and recognizes that the collaboration developed through their work with Wings has carried over to several other successful projects.

Marianne Bricker, who has been a Wings presenter since the program began, was hired in August 1998 as Wings Coordinator. She prepares a monthly program report for the Common Good Team. She serves as the constant presence during the weeklong workshop, and handles clients' needs and problems as they arise.

The following presenters were selected by the Common Good Linkage Team and comprise the Wings team:

Marianne Bricker	ABLE Instructor, Wings Coordinator
Robin Hartline	JTP Employment Interviewer
Tom Police	Goodwill Industries, Vice President of Human Services
Sandy Elliot	WCSCC Business Education Coordinator
Melissa Schrock	WCSCC Adult Career Services Coordinator
Robert Smedley	Mental Health & Recovery Board Associate
Barry Scholles	Goodwill Job Placement Coordinator
Agency Panel	Common Good Members

The coordinator meets with core staff following each workshop to read and discuss evaluations and referral options. Program evaluations and each participant's self-evaluation (of pre- and post-workshop attitudes) are circulated and reviewed by presenting staff. Documentation of attendance is forwarded to referring agencies if required.

Another goal this year was to continue the enthusiasm generated by the Wings kick-off in November of 1996. The Common Good Linkage Team hosted nationally known motivational speaker Paul Clayton, in September 1998 for a one-day seminar. Clayton, whose material serves as the backbone of the Wings curriculum, presented a Wings refresher course during the morning for 100 employees of Common Good agencies and Wings graduates. In the afternoon, Clayton presented to the Common Good Team members and agency supervisors on avoiding burn out when dealing with the hard-to-serve population. He also discussed marketing strategies for the Common Good Linkage Team to consider as it moves toward making Wings self-supporting.

Project Outcomes:

Wings Workshop was held 11 times during the past fiscal year. Generally, it ran the first full week of each month, with the exception of January 1999, when it was cancelled due to bad weather.

Wings is held at Trinity United Church of Christ in Wooster, Ohio. The church is centrally located in the county, close to most of the referring agencies, and offers a free breakfast program every morning, making it an ideal site for most participants. Wings rents a comfortably furnished meeting room, and the church generously makes available an adjacent kitchen area and lunchroom.

A total of 188 clients and staff members participated in Wings Workshop during this program year (**See Attachment A**). Of these, 128 "graduated" with 3.5 days of attendance out of the total of 4.5 days. Twenty Common Good agency staff members and visitors attended as well -11of them for the whole week – which shows the support and commitment of area agencies to this program. The greatest number of participants (sixty percent) was referred by the Department of Human Services (**See Attachment B**). These participants were required to attend Wings as their first week in the Workforce Training Program. The total of Wings participants dating from January 1997 is 603 participants and 448 graduates.

Most of the county's social service agencies are familiar with Wings Workshop now. Recently printed brochures (**See Attachment C**) are now being distributed to them. Common Good Team members have Wings invitations (**See Attachment D**) and issue them personally to clients. An April newspaper article (**See Attachment E**) promoted the program and featured two successful graduates.

One of the biggest challenges the Common Good Team faced was to decide how to continue to fund Wings Workshop after this grant ended. Once again, the collaboration of the agencies determined a workable solution. Each agency that contributes presenting staff determined the monetary value of their donation of time. By totaling the costs of the coordinator's time, presenters' time, rent and other expenses, a cost per person figure was determined. The Department of Human Services which does not have staff involved as presenters, contracts with the Work Force Training Program to provide Wings to their clients. Because Wings is now considered a component of the Workforce Training Program, DHS pays on a per client basis for this instruction. The participation of other attendees is covered by the donations of other agencies' in-kind contributions.

The Common Good Team scheduled two special extended meetings this year. A one-day retreat was held in May and a half-day mini-retreat was held in August. These meetings allowed the team to share, strategize, and enjoy the teamwork that has made their collaboration so successful.

Representatives from the Common Good Team attended the Ohio Association for Adult and Continuing Education (OAACE) Conference at Columbus, in April and the Leadership Development Institute at Mohican State Park in June to present on the topic of collaboration.

Wings staff, Marianne Bricker and Robin Hartline, presented a one-day Wings Workshop at Northeast ABLE Resource Center in January, 1999 for ABLE instructors. They also presented for an AmeriCorps staff meeting held in Wooster in July.

Impact:

Wings Workshop evaluations by staff and participants continue to provide feedback on the effectiveness of the presentations and how Wings Workshop meets their overall needs. On a scale of one to five indicating poor to excellent. Wings participants rated their experience an average of 4.76.

The Common Good Team has developed a track record of creative cooperation. They are currently working on ideas to create a mentoring program and sponsor a Job Fair.

The Wayne County Schools Career Center has started a support group for their students, many who have attended Wings, which is called "Flight School". This group borrows the music and motion of Wings, and reinforces much of the Wings curriculum to give students a weekly boost. The Career Center counts students participation in Wings and Flight School as hours toward the required personal growth credits in their one-year programs.

Product or Training Developed:

People who are not associated as staff or clients of Common Good agencies may register to take Wings as paying customers at $140 per person.

Because a one-week commitment may be too long for people currently employed, we now have a condensed version, which may be more suitable to businesses or clubs. Customers can pay $140 per person to take the weeklong Wings Workshop.

Products are Available From:

Visitors to Wings Workshop are always welcomed. Call Marianne Bricker, Coordinator, at (330) 262-7323 for dates.

Project Continuation and/or Future Implications:

Being a component of the Work Force Training Program assures the continuation of Wings until June of 2000. The Common Good Team will determine other ways to continue the program should that funding mechanism change. The agencies are united in their belief that Wings has been a powerful tool in empowering clients to make positive improvements in their lives.

Conclusions/Recommendations:

So often clients and adults students who share the Wings Workshop experience express how they have always want a change, but never really knew how. They want to change the way they act, interact and react. Wings empowers them to identify what their barriers are and answer how they can plan to overcome their obstacles. At the same time, Wings can direct those in need of serious support services to the help they may need for the complicate, life problems that interfere with difficult, positive change.

State Directors' Meetings

Twice a year, the State ABLE Office convenes the local program directors as a means to communicate important state and national information related to the field of adult basic and literacy education. The fall meeting brought together ABLE directors from all of our funded programs: the spring meetings were conducted at the regional level. Input from the ABLE Regional Resource Center's Advisory Committees helped determine the agendas at the regional meetings.

The following information provides the meeting objectives and content areas of the issues addressed.

State ABLE Directors' Meeting

Fall ABLE Directors' Meeting
October 26-27, 1998
Ramada University Hotel
Columbus, Ohio

Objectives:

1. To provide ABLE administrators with information regarding the Workforce Investment Act of 1998.
2. To provide information specific to Ohio's ABLELink system.
3. To provide information about state and national projects.
4. To provide opportunities for sharing and networking.

General and Breakout sessions for the two-day conference included the following topics:

- Ohio's Assessment Project
- GED on TV
- ESOL Special Project
- New Legislation
- Appalachian Initiative
- Professional Development
- GED Update
- Family Literacy
- Planning and Coordination
- Regional Issues
- Workplace Education
- Equipped for the Future
- Administrators as Change Agents
- ABLELink IMS Program
- Retention Tool Kit Project
- The Ohio Literacy Initiative
- Web Resources
- Urban Initiatives
- Performance Outcomes
- Local Grant Considerations

Guest Speaker – Andy Hartman, Executive Director, National Institute for Literacy.

Spring Regional ABLE Directors' Meetings

Northwest Ohio Regional
ABLE Directors' Meeting
March 15, 1999
Kirkmont Center

Objectives:

1. Interpret the Workforce Investment Act of 1998 and its implications for ABLE programs.
2. Provide support for specific constituencies.
3. Provide information about specific events and special projects.

General and Breakout sessions for the one-day conference included the following topics:

Review of Grant Application Process
Community-Based/Volunteer Programs
ESOL Programs
Local Professional Development
OAACE
Workplace Education
ABLE Supervision

Adult Vocational Programs
Corrections
Family Literacy
GED
Support Staff
GED on TV Online
Instructor Newsletter

Guest Speaker – Bruce Boguski, The Winner's Edge, "Finding the Zone or Peak Performance Under Pressure"

Northeast Ohio Regional
ABLE Directors' Meeting
March 22, 1999
Northeast ABLE Resource Center
Euclid, Ohio

Objectives:

1. Interpret the Workforce Investment Act of 1998 and its implications for Adult Basic and Literacy Education field.
2. Acquire the information needed to incorporate or augment an ESOL, family literacy, or workforce/employability component into their ABLE program.
3. Do writing activities for the grant application that will fit within the parameters of the mission and goals of ODE and the WIA legislation.

General and Breakout sessions for the one-day conference included the following topics:

State Update
Family Literacy
ESOL
Grant Requirements
Workplace Literacy
Resource Center Update

Central/Southeast Ohio Regional
ABLE Directors' Meeting
March 5-6, 1999
Roscoe Village Inn
Coshocton, Ohio

Objectives:

1. To interpret the Workforce Investment Act of 1998 and its implications for ABLE programs.
2. To provide instructional grant technical assistance.
3. To provide GED update from State office.

General and Breakout sessions for the two-day conference included the following topics:

Update from Ohio Department of Education
Program Environment
Curriculum and Instruction
Support Services
Marketing
Learner Achievement
Workplace Literacy
ESOL
GED Update
Family Literacy

Southwest Ohio Regional
ABLE Directors' Meeting
March 3-4, 1999
Deer Creek State Park

Objectives:

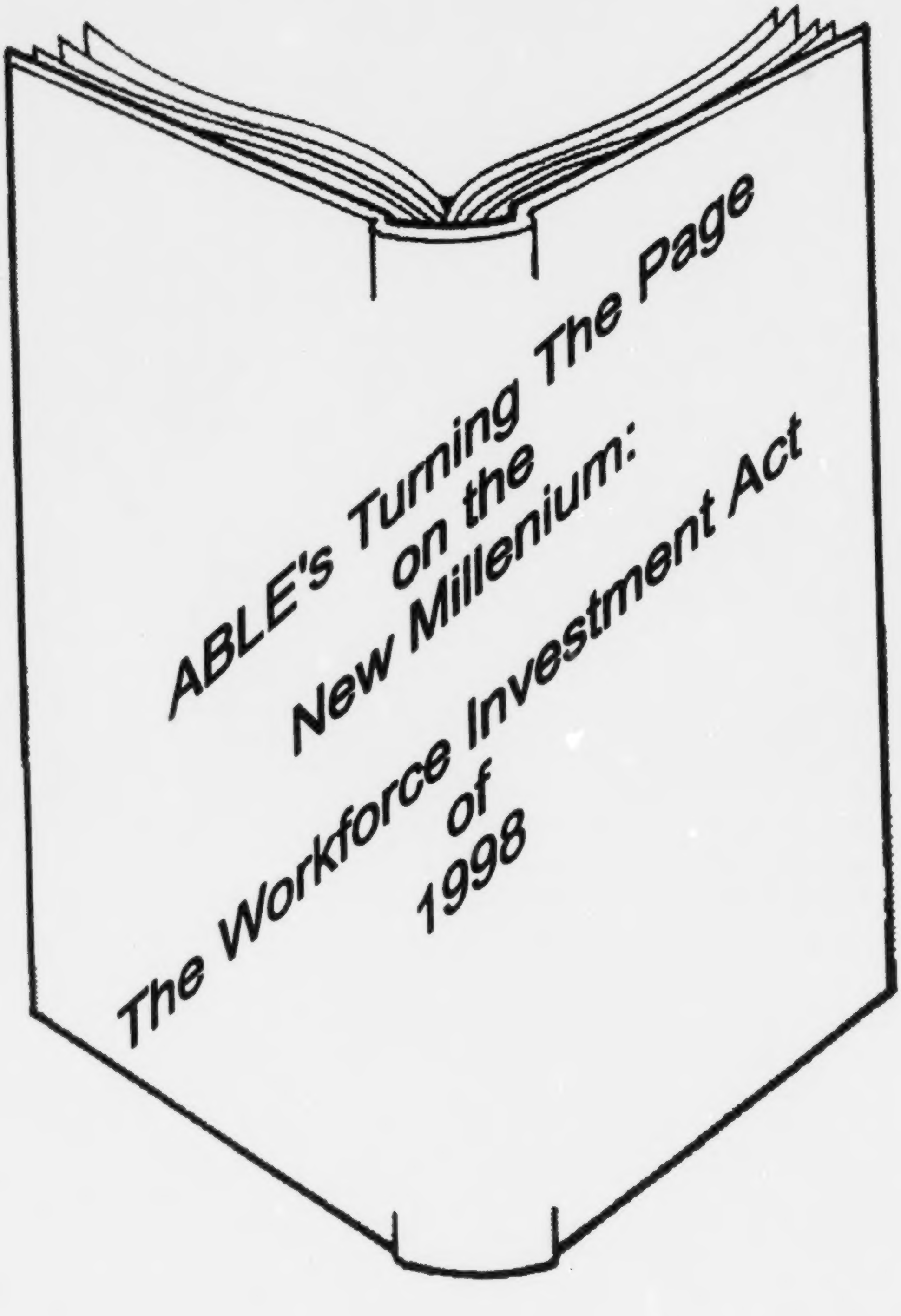
1. To interpret the Workforce Investment Act of 1998 and its implications for ABLE programs.
2. To provide instructional grant technical assistance.
3. To provide information about the program review process.
4. To provide administrators with opportunities to network and share in workgroups based on program type.
5. To provide administrators with information from WIA agency partners.

General and Breakout sessions for the two-day conference included the following topics:

- The Workforce Investment Act
- WIA Panel of Agency Partners
- Workplace/Employability Component
- ESOL Component
- Small Rural Programs
- Vocational School Programs
- Special Populations
- Grant Application Process
- ABLE Program Review
- Family Literacy Component
- Small Urban Programs
- Volunteer-Based Programs
- Large Urban Programs

Guest Speaker, David Sky, Motivational

ATTACHMENTS



ABLE's Turning The Page on the New Millenium: The Workforce Investment Act of 1998

1998 FALL ABLE DIRECTORS' MEETING
RAMADA UNIVERSITY HOTEL
OCTOBER 26-27, 1998

MEETING AT-A-GLANCE

MONDAY, OCTOBER 26

8:30 – 9:30 Registration

9:30 – 10:45 General Session

10:45 – 11:00 Break

11:00 – 12:00 General Session (Continued)

12:00 – 1:30 Lunch

1:30 – 3:00 Concurrent Breakout Sessions

Ohio's Assessment Project Update OLENTANGY B	Is Workplace Education for Me? OLENTANGY C	GED on T.V. and Promoting Literacy Programs OLENTANGY D	Equipped for the Future: Refocusing Adult Education OLENTANGY E
ESL Special Project/Directors' Input OLENTANGY F	ABLE Administrators as Change Agents SCIOTO A	New Legislation Focus Group SCIOTO B	ABLELink (IMS) Program and Technology Support OHIO ROOM

3:00 – 3:15 Break

3:15 – 4:30 Concurrent Breakout Sessions

Appalachian Literacy Initiative OLENTANGY B	Is Workplace Education for Me? OLENTANGY C	GED on T.V. and Promoting Literacy Programs OLENTANGY D
ESL Special Project/Directors' Input OLENTANGY F	Retention Project: Tools for Success SCIOTO B	ABLELink (IMS) Program and Technology Support OHIO ROOM

4:30 Adjournment (dinner on your own)

5:00 OAACE Sponsored Reception

TUESDAY, OCTOBER 27

7:30 – 8:30 Breakfast Buffet

8:30 – 10:00 Concurrent Breakout Sessions

LPDC's: The ABLE Connection OLENTANGY B	The Ohio Literacy Initiative: An Overview OLENTANGY C	Equipped for the Future Refocusing Adult Education OLENTANGY E
GED: An Update OLENTANGY F	Retention Project: Tools for Success SCIOTO B	Web Resources OHIO ROOM

10:00 – 10:15 Break

10:15 – 11:45 Concurrent Breakout Sessions

LPDC's: The ABLE Connection OLENTANGY B	Family Literacy and ABLE: Where To Go For Help OLENTANGY C	Urban Initiatives/ABLE OLENTANGY D	Planning and Coordination Grantees Discussion Group: Sharing Best Practices OLENTANGY E
GED: An Update OLENTANGY F	Performance Outcomes Focus Group SCIOTO B	Web Resources OHIO ROOM	

11:45 – 12:00 Hotel Checkout

12:00 – 1:30 Lunch & General Session

1:30 – 3:00 Regional Meetings

Region 1 Jo Leftwich OLENTANGY B	Region 2 Michael Aronoff-Jones OLENTANGY C	Region 3 Denise Pottmeyer OLENTANGY D	Region 4 Jeff Gove OLENTANGY E

3:00 Adjourn

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1998 FALL ABLE DIRECTORS' MEETING
RAMADA UNIVERSITY HOTEL
October 26-27, 1998

MONDAY. OCTOBER 26

8:30 - 9:30 Registration — **ATRIUM**

9:30 - 10:45 *General Session* — **OLENTANGY B-F**
Jim Bowling, Assistant Director
Division of Vocational and Adult Education

•Adult Education and Family Literacy Act of 1998: An Overview

Review, summary, and comments on the development, purposes, key definitions and requirements of the AEFL Act, Title II, of the Workforce Investment Act of 1998.

•Ohio ABLE State Plan Process

10:45 - 11:00 Break — **ATRIUM**

11:00 - 12:00 *General Session (Continued)* — **OLENTANGY B-F**

•Recommendations for Awarding Local Grants (Section 231)

Table discussion of ideas and identification of selected recommendations for implementation of requirements of Section 231, "Awarding Grants and Contracts for Eligible (Local) Providers".

12:00 - 1:30 Lunch — **RIVER ROOM & ATRIUM**

"New Challenges and Opportunities for Adult Education and Family Literacy" -
Andy Hartman, Executive Director, National Institute for Literacy
Washington, D.C.

1:30 - 3:00 Concurrent Breakout Sessions

Ohio's Assessment Project Update — OLENTANGY B
Rick McIntosh, Director, Central/Southeast ABLE Resource Center

For the past year, the Central/Southeast ABLE Resource Center has been researching and pilot testing standardized assessment instruments to allow programs greater choice in measuring student progress and reporting. This session will update participants on this project, as well as, inform participants about upcoming assessment professional development and a unique technical assistance opportunity available to programs who want help in improving their own "teacher made" tests and surveys.

Is Workplace Education for Me? OLENTANGY C

Diane Ninke, Coordinator, Northwest ABLE Resource Center
Jody Angelone, Director, Vanguard/Sentinel JVS ABLE
Cindy Gillette, Sales Training & Development, Whirlpool Corporation, Clyde, OH
Andrea Bell, Director, Jefferson Community College ABLE
Judy Hare, Human Resources Assistant, Trinity Health Systems

This workshop is designed as an interactive session with business partners which will provide practical awareness of the Workplace Education Indicators Project products and their application. Included will be workplace program review recommendations, the integration of workplace education into ABLE programs, and discussion of the recommended ABLE Indicators of Program Quality workplace revisions.

GED on T.V. and Promoting Literacy Programs OLENTANGY D

Karen Scheid, Executive Director
Laura Heber, Project Coordinator – GED on TV
Ohio Literacy Network

This session will provide an overview of the history, current status and possible future of GED on T.V. in Ohio, and other projects undertaken by OLN to create and awareness of literacy needs and programs.

Equipped for the Future: Refocusing Adult Education OLENTANGY E

Jane Meyer, Coordinator
Canton City Schools ABLE

This session will present an overview of Equipped for the Future, a new framework for adult literacy and lifelong learning. Over the past 5 years adult learners, practitioners, and stakeholders have identified 3 roles in an adult's life and 4 broad purposes of adult learning. Participants will explore these roles and purposes and the 12 common activities and 17 skills identified as necessary to be effective in the roles and fulfill the purposes. Participants will come away with plans and handouts for conducting an EFF workshop with their own staff.

ESL Special Project/Directors' Input OLENTANGY F

Gloria W. Gillette, Director
Northeast ABLE Resource Center

The ESL Project is a long term, field driven project to restructure ESL delivery. An overview of the project will be given. Recommendations and input from directors will be sought. Specifically, what are the biggest roadblocks for ESL delivery now and what changes would you like to see instituted in the new five-year plan in Ohio?

ABLE Administrators as Change Agents SCIOTO A
Jean Stephens, Director, Ohio Literacy Resource Center
Shirley Kowalski, ABLE Director, Painesville City Schools
Charlie Flaig, ABLE Coordinator, Northwest Local Schools
Susan Sheehan, ABLE Director, Parma City Schools
Gail Morgan, ABLE Coordinator, South-Western City Schools
Judy Sack, ABLE Director, Strongsville City Schools

A panel of ABLE administrators who have attended the OLRC Leadership Development Institute will discuss their views of managing change at work. Examples of change in their individual programs will be given. Participants will be encouraged to share how they view ABLE administrators as Change Agents.

New Legislation and State Plan Focus Group SCIOTO B
Jim Bowling, Assistant Director
Division of Vocational and Adult Education

Further discussion of recommendations of criteria for awarding local grants and other topics of interest to directors.

ABLELink (IMS) Program and Technology Support OHIO ROOM
Marty Ropog, Margarete Epstein, and Kimberly McCoy
Technology Team
Ohio Literacy Resource Center

The technology team from the Ohio Literacy Resource Center will provide an open lab from 1:30 to 3:00 and 3:15 to 4:30 for those of you interested in support and information regarding the ABLELink program. Questions about the program will be answered and the ODE state office will be represented to answer policy questions.

3:00 - 3:15 Break ATRIUM

3:15 - 4:30 Concurrent Breakout Sessions

Appalachian Literacy Initiative OLENTANGY B
Rick McIntosh, Director, Central/Southeast ABLE Resource Center

The Appalachian Literacy Initiative is a cooperative project of Ohio University's Central/Southeast ABLE Resource Center and the Ohio Department of Education to raise awareness and participation in the region's adult and family literacy programs.

This session will provide an overview of the initiative, its activities, and give participants an opportunity to discuss potential projects, partnerships, and provide input in the state planning process on the issues important to Appalachian ABLE Programs.

Is Workplace Education for Me? OLENTANGY C

Diane Ninke, Coordinator, Northwest ABLE Resource Center
Jody Angelone, Director, Vanguard/Sentinel JVS ABLE
Cindy Gillette, Sales Training & Development, Whirlpool Corporation, Clyde, OH
Andrea Bell, Director, Jefferson Community College ABLE
Judy Hare, Human Resources Assistant, Trinity Health Systems

This workshop is designed as an interactive session with business partners which will provide practical awareness of the Workplace Education Indicators Project products and their application. Included will be workplace program review recommendations, the integration of workplace education into ABLE programs, and discussion of the recommended ABLE Indicators of Program Quality workplace revisions.

GED on T.V. and Promoting Literacy Programs OLENTANGY D

Karen Scheid, Executive Director
Laura Heber, Project Coordinator – GED on TV
Ohio Literacy Network

This session will provide an overview of the history, current status and possible future of GED on T.V. in Ohio, and other projects undertaken by OLN to create and awareness of literacy needs and programs.

ESL Special Project/Directors' Input OLETANGY F

Gloria W. Gillette, Director
Northeast ABLE Resource Center

The ESL Project is a long term, field driven project to restructure ESL delivery. An overview of the project will be given. Recommendations and input from directors will be sought. Specifically, what are the biggest roadblocks for ESL delivery now and what changes would you like to see instituted in the new five-year plan for Ohio?

Retention Project: Tools for Success SCIOTO B

Jana Postelthwait, Training Specialist, Southwest ABLE Resource Center
Sue Fowler, Partner, Brownberry Farm
Cindy Smith, Partner, Brownberry Farm

"Tool on in" to this session where you will see and experience the tools designed through the Southwest ABLE Resource Center to increase student retention in your programs. During this fun, interactive session, participants will also learn how they can be a part of the exciting Retention Pilot Project.

ABLELink (IMS) Program and Technology Support OHIO ROOM

Marty Ropog, Margarete Epstein, and Kimberly McCoy
Technology Team
Ohio Literacy Resource Center

The technology team from the Ohio Literacy Resource Center will provide an open lab from 1:30 to 3:00 and 3:15 to 4:30 for those of you interested in support and information regarding the ABLELink program. Questions about the program will be answered and the ODE state ABLE office will be represented to answer policy questions.

4:30 - Adjournment

5:00 - Reception RIVER ROOM

Sponsored by The Ohio Association for Adult and Continuing Education

Dinner on your own

TUESDAY, OCTOBER 27

7:30 - 8:30 Breakfast Buffet — RIVER ROOM

8:30 - 10:00 Concurrent Breakout Sessions

LPDC's: The ABLE Connection — OLENTANGY B

Lewis R. Mollica, Consultant, Ohio Department of Education
Jody Angelone, ABLE Director, Vanguard-Sentinel JVS
Pat Schultz, Assistant Superintendent, Penta County JVS

A brief overview of the LPDC and its requirements, responsibilities, plan of operation, and the Individual Professional Development Plan (IPDP). ABLE administrators will share how they got ABLE formally recognized within their respective LPDCs.

The Ohio Literacy Initiative: An Overview — OLENTANGY C

Jane Wiechel, Director, Division of Early Childhood Education
Jeanne Lance, Consultant, Division of Early Childhood Education
Linda Foley, Consultant, Division of Early Childhood Education
Ohio Department of Education

For the elimination of reading problems, the Ohio Department of Education's Literacy Initiative recognizes the importance of seven essential components. These seven components link to a continuum of learning experiences which must span from birth through adulthood. Learn about the initiative's framework for reading success for adults and children across Ohio.

Equipped for the Future: Refocusing Adult Education — OLENTANGY E

Jane Meyer, Coordinator
Canton City Schools ABLE

This session will present an overview of Equipped for the Future, a new framework for adult literacy and lifelong learning. Over the past 5 years adult learners, practitioners, and stakeholders have identified 3 roles in an adult's life and 4 broad purposes of adult learning. Participants will explore these roles and purposes and the 12 common activities and 17 skills identified as necessary to be effective in the roles and fulfill the purposes. Participants will come away with plans and handouts for conducting an EFF workshop with their own staff.

GED: An Update — OLENTANGY F

Tony McManus
State GED Administrator
Ohio Department of Education

This session will discuss the focus and mission of the State GED Testing Service and field; review information about the new GED Test; and facilitate a discussion about strategies to increase collaboration between ABLE instructional programs and GED test administrators.

Retention Project: Tools for Success SCIOTO B
Jana Postelthwait, Training Specialist, Southwest ABLE Resource Center
Sue Fowler, Partner, Brownberry Farm
Cindy Smith, Partner, Brownberry Farm

"Tool on in" to this session where you will see and experience the tools designed through the Southwest ABLE Resource Center to increase student retention in your programs. During this fun, interactive session, participants will also learn how they can be a part of the exciting Retention Pilot Project.

Web Resources OHIO ROOM
Kimberly McCoy
Technical Assistant
Ohio Literacy Resource Center

The web resources presentation will cover the many Internet resources that are available for ABLE administrators. The National Institute for Literacy's web site and the Ohio Literacy Resource Center's web site are the two sites that will be highlighted during this presentation.

10:00 - 10:15 Break ATRIUM

10:15 - 11:45 Concurrent Breakout Sessions

LPDC's: The ABLE Connection OLENTANGY B
Lewis R. Mollica, Consultant, Ohio Department of Education
Jody Angelone, ABLE Director, Vanguard-Sentinel JVS
Pat Schultz, Assistant Superintendent, Penta County JVS

A brief overview of the LPDC and its requirements, responsibilities, plan of operation, and the Individual Professional Development Plan (IPDP). ABLE administrators will share how they got ABLE formally recognized within their respective LPDCs.

Family Literacy and ABLE: Where To Go For Help OLENTANGY C
Connie Sapin, Assistant Director, Ohio Literacy Resource Center
Pam Bishop, Ohio Hunger Task Force
Ann Bohman, Title 1-Federal Assistance, Ohio Department of Education
Ruth Shrock, Ohio Department of Health
Ruth Metcalf, State Libraries of Ohio

A panel from the Ohio Family Literacy Task Force will introduce their agencies and the services they provide to Ohio families as possible partners in family literacy programming. The moderator will facilitate a brainstorming/problem solving session on family literacy to introduce the new Family Literacy Resource Notebook. Participants will receive a copy of the Notebook.

Urban Initiatives/ABLE OLENTANGY D
John Wilson, Administrator, Warren City Schools
Ed Alix, ABLE Director, East Cleveland City Schools
Rose Marie Stiehl, ABLE Director, Middletown City Schools

This presentation will have 3 ABLE administrators sharing how ABLE is complementing their district-wide services package, including, how Warren City Schools has integrated GED/ABLE options into a continuum of services at an Alternative Education Center. An overview of the project will be given, including descriptions of Urban Initiative Funding streams and collaborative efforts with community agencies.

Planning and Coordination Grantees Discussion Group: Sharing Best Practices OLETANGY E
Karen Scheid, Director, Ohio Literacy Network
Jean Stephens, Director, Ohio Literacy Resource Center

This session is limited to the directors of the programs who have ABLE Planning and Coordination grants for 1998-99. Each program will share best practices from last year's grant and discuss plans for this year. Discussions will also be held on challenges/problems the programs face and ways to overcome them.

GED: An Update OLENTANGY F
Tony McManus
State GED Administrator
Ohio Department of Education

This session will discuss the focus and mission of the State GED Testing Service and field; review information about the new GED Test; and facilitate a discussion about strategies to increase collaboration between ABLE instructional programs and GED test administrators.

Performance Outcomes Focus Group SCIOTO B
Susan Imel, Project Director, ABLE Evaluation Design Project
Cynthia Zengler, Project Manager, ABLE Evaluation Design Project
Center on Education and Training for Employment, College of Education
The Ohio State University

Performance outcomes will soon become a way of measuring Ohio's ABLE programs. Designed to elicit input about using performance outcomes in the process of program improvement, this session will focus on questions related to defining and measuring performance outcomes for ABLE programs.

Web Resources OHIO ROOM
Kimberly McCoy
Technical Assistant
Ohio Literacy Resource Center

The web resources presentation will cover the many Internet resources that are available for ABLE administrators. The National Institute for Literacy's web site and the Ohio Literacy Resource Center's web site are the two sites that will be highlighted during this presentation.

11:45 - 12:00 Hotel Checkout

12:00 - 1:30 Lunch + General Session RIVER ROOM & ATRIUM
RE: New ABLE State Plan: Issues and Process

1:30 - 3:00	Regional Meetings – Attendance is Required	
	Region 1 ABLE Directors Joanna Leftwich, ABLE Consultant Ohio Department of Education	OLENTANGY B
	Region 2 ABLE Directors Michael Aronoff-Jones, ABLE Consultant Ohio Department of Education	OLENTANGY C
	Region 3 ABLE Directors Denise Pottmeyer, ABLE Consultant Ohio Department of Education	OLENTANGY D
	Region 4 ABLE Directors Jeff Gove, ABLE Consultant Ohio Department of Education	OLENTANGY E
3:00 -	Adjourn	

Northwest ABLE

Spring (Winter)Directors' Meeting

March 15, 1999
Kirkmont Center

Agenda

I. Introductions/Welcome

II. 2000 S-1 Grant Review—Jim Bowling and Jeff Gove
  A. Overview
  B. Review of grant application
  C. Questions

III. Lunch

IV. Luncheon Speaker—Bruce Boguski of The Winner's Edge
"Finding the Zone or Peak Performance Under Pressure"

V. Constituency Breakouts
  A. Adult Vocational—Joyce Tracy
  B. CBO/Volunteer—Deena Kaufman
  C. Corrections—Ann Kriegel
  D. ESL—Janet French
  E. Family Literacy—Al Scott/Jamie Mickens
  F. GED—Fran Holthaus
  G. LPDC—Gene Luidhardt/Pat Schultz
  H. OAACE—Joyce Winters
  I. Support Staff—Cindy Olmstead
  J. Workplace—Cathy Dukes

VI. Announcements
  A. Spring Regional Event
    1. LD Focus
    2. April 17
    3. Lima, Apollo
    4. Jim Copeland
  B. Special Projects
    1. GED on TV Online
    2. ABLE Supervision
    3. Workplace Education Indicators
  C. Instructor E-mail Newsletter

VII. Miscellaneous

VIII. Next Meeting

Ohio Department of Education

Region 1 Directors' Meeting
held at the Northeast ABLE Resource Center
Monday, March 22, 1999 9:00 a.m. - 3:00 p.m.

Presenters:
Jim Bowling, Assistant Director, Vocational and Adult Education
Jo Leftwich, Region 1 Consultant
Gloria Gillette, Director, Northeast ABLE Resource Center
Jody Angelone, Director, Vanguard-Sentinel JVS
Jane Meyer, Coordinator, Canton City Schools

Objectives:
1. Interpret the Workforce Investment Act and its implications for Adult Basic and Literacy Education field.
2. Acquire the information needed to incorporate or augment an ESL, family literacy, or workforce/employability component into their ABLE program.
3. Do writing activities for the grant application that will fit within the parameters of the mission and goals of ODE and the WIA legislation.

Contact Time: 4.3 hours

AGENDA

9:00 - 9:30	Registration and Breakfast
9:30 - 10:15	State Update (Jim Bowling)
10:15 - 12:00	Grant Discussion (Jo Leftwich)
12:00 - 12:45	Lunch

Participants will attend the following concurrent sessions:

12:45 - 1:15	Family Literacy Requirements (Jane Meyer)
1:25 - 1:55	held in the Community Room
2:05 - 2:35	Workplace Literacy Requirements (Jody Angelone) held in Room 127
	ESL Requirements (Gloria W. Gillette) held in Room 106
2:40 - 3:00	Resource Center Update/PD Update (Gloria Gillette) Wrap-Up (Jo Leftwich)

ABLE
Adult Basic and Literacy Education

Central/Southeast ABLE Regional Directors' Meeting

Tentative Agenda

Roscoe Village Inn ◆ Coshocton, Ohio

Friday, March 5, 1999:

9:00 am Registration and Continental Breakfast

10:00 am Welcome and Opening Remarks........Canal Room
Michael Aronoff-Jones, Ohio Department of Education

10:15 am ODE Update........Canal Room
Jim Bowling, Ohio Department of Education

11:00 am Instructional Grant Application........Canal Room

11:45 pm Lunch........Ransom-Swayne Room

1:00 pm Instructional Grant Technical Assistance Sessions

A. Learner Achievement........Canal Room
Stan Mitchell, Pickaway-Ross JVS

B. Program Environment........Hospitality Room
Rick McIntosh, ABLE Resource Center

C. Workplace Literacy........Phoebe DenmanRoom
Nancy Messerly, The Ohio State University

2:15 pm Break

2:45 pm Instructional Grant Technical Assistance Sessions

A. Curriculum and Instruction........Canal Room
Joe McGowan, Athens County Department of Human Services

B. ESL........Hospitality Room
Michael Aronoff-Jones, ODE

C. Support Services........Phoebe Denman Room
Mary Kern, Marietta City Schools

4:00 pm GED Update........Canal Room
Tony McManus, State GED Examiner

5:00 pm Free Time

5:30 pm Dinner..Ransom-Swayne Room

7:00 pm Candlelight Living History Tour of Roscoe Village

Saturday, March 6, 1999

8:00 am Breakfast Buffet..Ransom-Swayne Room

9:15 am Instructional Grant Technical Assistance Sessions

A. Marketing..Phoebe Denman Room
Bill Wright, Wright Creative

B. Family Literacy..Canal Room
Gail Morgan, SouthWestern City Schools

10:30 am Instructional Grant Technical Assistance Sessions Repeated

A. Marketing..Phoebe Denman Room
B. Family Literacy..Canal Room

12:15 pm Lunch..Ransom-Swayne Room

Southwest Region
Spring ABLE Directors' Meeting

Focusing on

The Workforce

Work

Community

Family

Investment Act

March 3 & 4, 1999
Deer Creek State Park

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Spring ABLE Directors' Meeting
Deer Creek State Park
March 3 – 4, 1999

Meeting At- A- Glance

Wednesday, March 3

9:15 – 10:00	Registration and Continental Breakfast	***(Scarlet Oak)***
10:00 – 12:00	General Session: (Legislation and Grant)	***(Scarlet Oak)***
12:00 – 1:00	Lunch	***(Mezzanine)***
1:00 – 2:00	General Session: (Panel Presentations)	***(Scarlet Oak)***
2:00 - 2:30	Snack Break	***(Scarlet Oak)***
2:30 - 5:30	Breakout Sessions	

Formal ABLE Program Review	**Grant Supplement: Workplace/Employability Component**	**Grant Supplement: Family Literacy Component**	**Grant Supplement: ESL Component**
2:30 – 3:25 Only	2:30 – 3:25 3:30 – 4:25 4:30 – 5:25	2:30 – 3:25 3:30 – 4:25 4:30 – 5:25	2:30 – 3:25 3:30 – 4:25 4:30 – 5:25
(Scarlet Oak)	***(Burr Oak)***	***(Chinquapin)***	***(Black Oak)***

6:30	Dinner	***(Mezzanine)***

Thursday, March 4

7:30 – 8:15	Breakfast	***(Mezzanine)***
8:30 – 9:30	General Session	***(Scarlet Oak)***
9:30 – 9:45	Break	
9:45 – 11:30	Grant Workgroups: Breakout Sessions	

Small Urban Programs ***(Scarlet Oak)***	**Small Rural Programs** ***(Scarlet Oak)***	**Volunteer-Based Programs** ***(Chinquapin)***
Vocational School Programs ***(Black Oak)***	**Large Urban Programs** ***(Burr Oak)***	**Special Populations** ***(Parlor A)***

11:30 – 12:00	Hotel Checkout	
12:00 - 1:30	Lunch and Guest Speaker	***(Scarlet Oak)***
	Adjournment	

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1:45 –3:00 SW ABLE Resource Center Advisory Council Meeting (Scarlet Oak)

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Southwest Region
Spring ABLE Directors' Meeting
Deer Creek State Park
March 3 – 4, 1999

Wednesday, March 3

9:15 – 10:00 **Registration & Continental Breakfast** (*Scarlet Oak Room*)

10:00 – 12:00 **General Session** (*Scarlet Oak Room*)

***Jim Bowling**, Assistant Director*
Division of Vocational and Adult Education

***Denise Pottmeyer**, ABLE Consultant*
Ohio Department of Education

Jim Bowling, State ABLE Director, will interpret the Workforce Investment Act and share its implications for ABLE programs. He will also give an update regarding ABLE's State Plan and Ohio's Unified Plan and the implications for ABLE programs in the coming years.

Denise Pottmeyer, SW Regional Consultant, will review the FY' 2000-2002 grant application to assist programs in writing to the new RFP (Request for Proposal).

Participants will have opportunities to ask questions and receive feedback/recommendations during this time.

12:00 – 1:00 **Lunch** (*Mezzanine*)

1:00 – 2:00 **General Session: (Panel Presentations)** (*Scarlet Oak Room*)

***Evelyn (Lyn) Bissonnette**, Director, Power Ohio*
Ohio Department of Employment Services

***Barbara Nicol**, Assistant Director*
Adult Workforce Education Office
Division of Vocational and Adult Education
Ohio Department of Education

***Linda O'Conner**, Business Services Representative*
Ohio Department of Human Services

***Jean Sickles**, Project Manager*
Ohio One Stops
Ohio Bureau of Employment Services

In this session, moderated by Jim Bowling, panelists will discuss their agency's role as a partner in the Workforce Investment Act with special emphasis on the issues and collaborations that will impact ABLE programs at the local level.

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2:00 - 2:30 **Snack Break** (*Scarlet Oak*)

2:30 - 5:30 **Breakout Sessions**

The ***ABLE program review session*** is geared toward new ABLE Directors or Directors whose programs haven't been formally reviewed by the Ohio Department of Education in the past two years The review process, including requirements, expectations, procedures and the evaluation tools, will be addressed. A discussion about future changes in the program review process, due to legislative requirements, will give participants a chance to present their own ideas and views about evaluation.

The three ***ABLE grant supplement sessions*** are designed to assist ABLE administrators who are interested in learning more about incorporating or augmenting an ESL, family literacy, or workplace/employability component into their programs. Participants will have the opportunity to discuss issues that are relevant and unique to these supplements of the FY' 2000 – 2002 grant application.

Formal ABLE Program Review	**Workplace/Employability Component**	**Family Literacy Component**	**ESL Component**
Denise Pottmeyer *ABLE Consultant* **2:30 – 3:25 Only** *Scarlet Oak*	*Jeff Gove* *ABLE Consultant* 2:30 – 3:25 3:30 – 4:25 4:30 – 5:25 *Burr Oak*	*Jeanne Lance* *Early Childhood Education* *Ohio Family Lit. Initiative* 2:30 – 3:25 3:30 – 4:25 4:30 – 5:25 *Chinquapin*	*Gloria Gillette* *NE ABLE Resource Center* 2:30 – 3:25 3:30 – 4:25 4:30 – 5:25 *Black Oak*

6:30 **Dinner** *(Mezzanine)*

Thursday, March 4

7:30 – 8:15 **Breakfast** *(Mezzanine)*

8:30 – 9:30 **General Session: (Grant SMART)** *(Scarlet Oak)*

Sue Fowler, ABLE Director
Kettering Adult Schools

This session will focus on practical tips and concrete examples of program activities that incorporate the "SMART" criteria. Specific, measurable, attainable, realistic, and time specific activities that fit within the parameters of the overall mission and goals of the Ohio Department of Education and the Workforce Investment Act will assist programs in writing their grant applications.

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9:30 – 9:45 **Break**

9:45 – 11:30 **Grant Workgroups: Breakout Sessions**

These work groups are designed to provide a forum to brainstorm and problem-solve with other ABLE administrators in the region whose projects have similar needs and challenges. The programs are grouped based upon their size, location, focus, and the scope of services provided.
(See the chart to determine your program's assigned area.)

Small Urban Programs

- Cincinnati Union Bethel
- East End Adult Education Center
- Norwood City Schools
- Urban Appalachian Council
- Princeton City Schools

Scarlet Oak

Small Rural Programs

- Greenville City Schools
- London City Schools
- Miami Trace Schools
- Southwest Local Schools
- ~~Miami Trace Schools~~
- Talawanda City Schools

Scarlet Oak

Volunteer-Based Programs

- Clark County Literacy Council
- Literacy Coalition of Greater Cincinnati
- Miami Valley Literacy Council
- YWCA- Learn of Cincinnati

Chinaquapin

Vocational School Programs

- Central Ohio JVS
- Greene County Career
- Gt. Oaks Center for Employment and Training
- Miami Valley Career Technology Center
- Southern Hills
- Southern State Community College
- Warren County Career Center
- Springfield Clark JVS

Black Oak

Large Urban Programs

- Cincinnati City Schools
- Clermont County ABLE
- Dayton City Schools
- Hamilton City Schools
- Kettering City Schools
- Middletown City Schools
- Springfield City Schools

Burr Oak

Special Populations

- Jewish Family Service
- Jewish Federation of Dayton
- Jewish Vocational Service
- Ohio Department of Mental Health
- Sinclair Community College

Parlor A

11:30 – 12:00 **Hotel Checkout**

12:00 – 1:30 **Lunch and Guest Speaker (** ***David Sky*****)** **(*****Scarlet Oak*****)**
Adjournment

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1:45 – 3:00 SW ABLE Resource Center Advisory Council Meeting